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ABSTRACT

Proceedings of the conference of executives of American schools for the deaf consist of 27 papers and reports of 14 standing committees. Selected topics discussed include planning a new era at Gallaudet College, St. Paul Technical Vocational Institute's Technical Vocational Program for deaf students, current status of National Technical Institute for the Deaf, annual survey of hearing impaired children and youth, meeting the problems of multiply handicapped children in the New York City public schools, modification of speech behavior in the speech of the deaf, implications for schools of research on vocational development, education of the child with special learning disabilities, Seattle Community College system, some basic principles of the Rochester method, academic, vocational, and technical education for the deaf at Delgado College, evaluation of preschool programs, education of the deaf in Florida, Educational Media Distribution Center, and National Advisory Committee on Education of the Deaf. Selected standing committees reporting were accreditation of schools, statistics, public relations, and Council of Organizations Serving the Deaf. (CB)

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PROCEEDINGS

of the

FORTY-SECOND MEETING

CONFERENCE OF EXECUTIVES
of
AMERICAN SCHOOLS FOR THE DEAF

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PONCE DE LEON LODGE

ST. AUGUSTINE, FLORIDA

APRIL 5 - 10, 1970

PROCEEDINGS

OF THE FORTY-SECOND MEETING

CONFERENCE OF EXECUTIVES
OF
AMERICAN SCHOOLS FOR THE DEAF

St. Augustine, Florida

April 5 - 10, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Forty-Second Meeting

April 5-10, 1970

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Roy M. Stelle, New York	President-Elect
Joe R. Shinpaugh, Virginia	Secretary
Armin G. Turechek, Colorado	Treasurer

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Edward W. Tillinghast	Arizona, 1970
Donald E. Kennedy	Ontario, 1970
Edward W. Reay	Idaho, 1970
Doin Hicks	Texas, 1971
John D. Harrington	New York, 1971
Kenneth F. Huff	Wisconsin, 1972
Stanley D. Roth	Kansas, 1972

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Report of Committee on Higher Education

Forty-Second Meeting

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Ponce de Leon Lodge, St. Augustine, Florida

April 5 - 10, 1970

Official Program

REGISTRATION - Ponce de Leon Lodge

Saturday, April 4 - 2:00 - 5:00 p. m.
Sunday, April 5 - 10:00 - 12:00 a. m. & 2:00 - 6:00 p. m.
Monday, April 6 - 8:30 - 11:00 a. m. & 2:00 - 4:00 p. m.
Tuesday & Wednesday - Same hours as for Monday

SUNDAY, April 5, 1970 -- Opening Session
8:00 p. m. - Flagler Room, Ponce de Leon Lodge
Dr. Ben E. Hoffmeyer, President, Conference of Executives of American Schools for the Deaf, Presiding

STAR SPANGLED BANNER

GOD SAVE THE QUEEN

INVOCATION

The Reverend Stanley Bullock, Rector, Trinity Episcopal Church,
St. Augustine, Florida

WELCOME

Dr. William J. McClure, President
Florida School for the Deaf and the Blind

RESPONSE - United States

George H. Thompson, Superintendent
Nebraska School for the Deaf, Omaha, Nebraska

RESPONSE - Canada

Donald Kennedy, Superintendent
Ontario School for the Deaf, Milton, Ontario

INTRODUCTION OF KEYNOTE SPEAKER

Dr. William J. McClure, President
Florida School for the Deaf and the Blind

KEYNOTE ADDRESS - The 1970's: Retrospect and Prospect

Dr. Robert H. Spiro, President
Jacksonville University, Jacksonville, Florida

ANNOUNCEMENTS

SOCIAL HOUR

Classroom Teachers' Association, Florida School for the Deaf and the Blind, Department for the Deaf
Poolside Area, Ponce de Leon Lodge

MONDAY, April 6, 1970

9:00 - 9:45 a. m. - President's Report

Dr. Ben E. Hoffmeyer, President
Conference of Executives of American Schools for the Deaf
Flagler Room

9:45 a. m. - Coffee Break

10:00 a. m. - First Business Meeting

11:45 a. m. - Conference Picture

12:00 Noon - Lunch

12:30 p. m. - Rotary meets at the Caravan Restaurant

1:45 p. m. - Planning a New Era at Gallaudet College

Dr. Edward C. Merrill, Jr., President
Gallaudet College, Washington, D. C.

3:00 p. m. - Coffee Break

3:15 - 5:00 p. m. - The St. Paul Technical Vocational Institute's Technical Vocational Program for Deaf Students

Robert R. Lauritsen, Director, St. Paul Area Technical Vocational Institute, Technical Vocational Program for Deaf Students with Gerhard W. Nelson

6:30 p. m. - Lions Club meets at the Monson Motor Lodge

Open Night

TUESDAY, April 7, 1970

9:00 - 10:15 a. m. - NTID: Its Current Status

Dr. Robert Frisina, Vice President
National Technical Institute for the Deaf
Rochester, New York

10:15 a. m. - Coffee Break

10:30 - 11:15 a. m. - Report of Progress, Current Activities, and Plans for the Annual Survey of Hearing Impaired Children and Youth

Augustine Gentile, Director, Office of Demographic Studies
Gallaudet College, Washington D. C. with Sal DiFrancesca

11:15 - 12:00 Noon - Second Business Meeting

12:00 Noon - Lunch

12:15 p. m. - Kiwanis meets at the Ponce de Leon Lodge

12:30 p. m. - Ladies Luncheon - Mrs. William J. McClure, Hostess

For wives of superintendents and principals, lady members
and associate members. St. Augustine Restoration Area

1:30 - 2:00 p. m. - Meeting the Problems of Multiply Handicapped Children in the New York City Public Schools

Dr. John D. Harrington, Principal
School for Language and Hearing Impaired Children
Public School 158, New York City

2:00 - 2:45 p. m. - The Modification of Speech Behavior in the Speech of the Deaf

Dr. Anthony Holbrook, Associate Professor
Department of Habilitative Sciences
Florida State University
Tallahassee, Florida

2:45 p. m. - Coffee Break

3:00 - 4:30 p. m. - Research on Vocational Development: The Implications for Schools for the Deaf

Dr. Alan Lerman, Director of Research
Lexington School for the Deaf
Jackson Heights, New York

The Education of the Child with Special Learning Disabilities

Dr. Lillian Restaino, Research Associate
Lexington School for the Deaf
Jackson Heights, New York

4:30 - 5:00 p. m. - Seattle Community College System

H. W. Barkuloo, Director
Program for the Deaf
Seattle Community College

6:00 p. m. - Poolside Buffet, Ponce de Leon Lodge

WEDNESDAY, April 8, 1970

9:00 - 10:15 a. m. - Third Business Meeting, Ben E. Hoffmeyer, President, Presiding

10:15 a. m. - Coffee Break

10:30 - 11:45 a. m. - Demonstration and Discussion of the Rochester Method of Language Development

Dr. William J. McClure, President
Edward L. Scouten, Principal
Mrs. Nettie Fleming, Supervising Teacher
Staff and Children
Florida School for the Deaf and the Blind

12:00 Noon - Lunch

1:00 - 1:30 p. m. - Delgado College: Academic, Vocational, and Technical Education for the Deaf

Douglas O. Wells, Assistant Administrator
Delgado College
New Orleans, Louisiana

1:30 p. m. - Speech Reading Failures in Deaf Children

Dr. Arthur I. Neyhus, Psychologist
Western Suburban Association for the Hearing Handicapped
Lombard, Illinois

2:15 p. m. - Coffee Break

2:30 p. m. - Fourth Business Meeting, Dr. Ben E. Hoffmeyer, Presiding

Open Night

THURSDAY, April 9, 1970

9:00 - 10:15 a. m. - Evaluation of Preschool Programs: An Interaction Analysis Model

Dr. Donald F. Moores, Associate Professor
Director of Programs on Deafness
Department of Educational Psychology
University of Minnesota

- What Now?

Dr. Gilbert Delgado, Chief
Media Services and Captioned Films
Bureau of Education for the Deaf
Department of Health, Education and Welfare
Washington, D. C.

10:15 a. m. - Coffee Break

10:30 - 11:15 a. m. - National Association of the Deaf Census

Dr. Jerome Schein, Dean
College of Education
Cincinnati University

11:15 a. m. - Education of the Deaf in Florida

Floyd T. Christian, Commissioner
Department of Education
State of Florida
Tallahassee, Florida

(Paper delivered by Zollie Maynard, Executive Assistant to the Commissioner.)

11:30 a. m. - A Cooperative Program of Vocational Rehabilitation for Deaf Students at the Florida School for the Deaf and the Blind

Craig Mills, Director
Division of Vocational Rehabilitation
Department of Health and Rehabilitative Services
Tallahassee, Florida

12:00 Noon - Lunch

1:30 p. m. - Fifth Business Meeting, Dr. Ben E. Hoffmeyer, Presiding

2:30 p. m. - Proposed Standards of Certification of Teachers of the Hearing Impaired

Dr. Ralph Hoag and Panel

6:30 p. m. - Cocktail Party, Poolside Terrace
Ponce de Leon Lodge
Hosts - Board of Trustees, Florida School for the Deaf and the Blind

7:30 p. m. - Conference Banquet, Flagler Room
Ponce de Leon Lodge

FRIDAY, April 10, 1970

8:30 a. m. - Visitation of the Florida School for the Deaf and the Blind

ADJOURNMENT

WELCOMING ADDRESS

Dr. William J. McClure, President, Florida School for the Deaf and the Blind

President Hoffmeyer, members of the Conference of Executives, wives, friends, and guests, ever since the Conference decided to meet in St. Augustine in 1970, we at the Florida School have hoped to make this a memorable meeting for both the curricular and the extra-curricular activities which are possible. Almost everyone on our staff has been involved in some way. An example is the music preceding the opening of tonight's session which was furnished by the Department for the Blind. Teachers and students from this department will also be on hand for the poolside buffet on Tuesday evening and for the cocktail party on Thursday evening. The committee on special events will man a hospitality desk throughout the week. There ladies can find out where to have their hair done or where to find baby sitters. Groups wishing to go sightseeing, or to Jacksonville's shopping centers, and those seeking other types of recreational activities can find help and advice. Different committees have been working on such necessities as transportation, banquet, buffet, favors, publicity and exhibits. Our teachers' association has been preparing for the reception which the association members are providing following tonight's meeting.

When we invited the Conference to meet in St. Augustine, it was with the understanding we would work a reasonable day and leave a part for rest and recreation. Now we find Dr. Stelle and his eager program committee have provided a program that is more than full. I don't know which committee is responsible, but someone recognized this as a problem and arrangements have been made for more recreation time toward the end of the week. There will be fifteen minutes more of daylight on Friday than there were today; that is, three extra holes of golf for some. Perhaps many of you will want to stay over next weekend to enjoy even longer days.

Our Board is most anxious to welcome you. The members of our Board of Trustees come from various places about the State. They will host a cocktail party preceding the Conference banquet on Thursday night and their welcome will be extended at that time by Mr. W. Dexter Douglass, chairman of the Board and toastmaster of the evening.

Mr. Huffstetler, another member of the Board, has sent a sack of Florida oranges for everyone here. They will be distributed tomorrow morning.

Mrs. Bernard Castro, also a member of our Board, is so anxious to have those attending the meeting enjoy themselves that she has brought her yacht, The Southern Trail, from Fort Lauderdale to St. Augustine for this occasion. She issues a cordial invitation to all of those in attendance to visit the yacht sometime during the week. We urge you to go. The hospitality desk will arrange a time and transportation for those who wish to take advantage of Mrs. Castro's hospitality. It is an experience that few will want to miss.

The Florida School is one of the newer residential schools from a chronological standpoint, but the State of Florida has given strong support to some schools for the deaf for a great many years. When the American School was a small, struggling institution, the federal government provided a land grant in Florida to supply much needed assistance. Henry Clay was speaker of the House at that time and he arranged for the Kentucky School, also, to receive a part of Florida. Within the past few months the Kentucky Standard has printed copies of the original land grant papers signed by President Adams in 1828. We in Florida will, of course, be overjoyed when the American and the Kentucky Schools are in a position to repay this generosity.

The Florida School has enjoyed other close associations with our sister schools, including the one in my own home state of Missouri. Three of our last four presidents, Dr. Alfred Brown, Dr. Clarence Settles, and I, have come from Fulton, Missouri, and Callaway County. When Dr. Albert Walker died in the late 1920's, Dr. Laurens Walker served as our president for a few months and undoubtedly gained valuable Florida experience which helped in his long and successful administration of the South Carolina School. He even met his wife in St. Augustine.

Though the 1947 meeting of the Conference of Executives in St. Augustine does not appear in the list of official meetings, it was one of the most important ever held. At that time Dr. Craig, Dr. Boatner, Dr. Quigley, Dr. Hester, and a few others successfully re-organized and modernized the Conference. They instituted annual rather than triennial meetings and began an era of Conference influence and involvement quite contrary to the conservative isolationism of the past. From that date, 1947, the Conference has been much more active and influential.

Finally, I have a very selfish reason for wanting the Conference to meet here at this time. We have underway at the school a sizable building program. Floor plans and elevations of the buildings under construction are on view at the back of the Flagler Room. Those who are interested in building plans and construction can view them. Those who wish may visit the campus and see these buildings during the week, apart from visits to the classrooms which we have scheduled for Friday. Other buildings are on the drawing boards. Sometime in the next ten or fifteen years I will be retiring, but before that I want all of my friends to return to St. Augustine to see the new buildings and hopefully, to see the educational progress we have made. If we make you happy enough this time, perhaps you will be receptive to another invitation in the years to come.

RESPONSE -- United States

George H. Thompson, Nebraska School for the Deaf

President Hoffmeyer, Dr. and Mrs. McClure, our host Superintendent, members of the Conference of Executives and guests:

I consider it a distinct honor to be asked to assume the responsibility of speaking in behalf of the American Schools for the Deaf, and I welcome you here. We wish to express our sincere appreciation for your invitation to us to meet in Florida for the 42nd meeting of this group. Probably none of us realize the extent of planning and preparation for such a meeting. Dr. Roy Stelle and all of his committees involved, we thank you.

I feel sure that each of us has come here with a purpose to be accomplished, and that is of supporting a better understanding of the problems existing in the area of deaf education. We will doubtless learn of varying approaches to further the achievement and understanding so vital to each of our pupils. Surely with a conference of this kind we can expect to broaden our perspectives. We also may learn how to deal with some of the problems which now exist in securing the proper support from federal and state funds to aid us. We will be able to look back with 20/20 vision to the past and see our successes and failures, but as we look ahead, we may require 2200 correction because of so much research in a multiplicity of programs for which funds are available. Lest we become too anxious to move in too many directions, let us reconsider our primary purpose: that of stimulating each youngster to achieve and develop to his utmost capacity in order to carry on in a society, which each year becomes more competitive.

In closing, I would like to bring greetings from Mr. John Wallace, who for many years was Superintendent of the Florida School for the Deaf and Blind, and Mrs. Wallace. I am proud to say that he is now a member of the administrative staff at the Nebraska School for the Deaf.

KEYNOTE ADDRESS--THE 1970's: RETROSPECT AND PROSPECT

Dr. Robert H. Spiro, President, Jacksonville University

I am pleased to be with you tonight and honored to have been asked to be your keynote speaker. As a professor of history and a University president, I share many mutual goals with you. Your interests while perhaps more specialized are concerned with educating young men and women.

I think there is no more important task in the decade of the seventies. Tonight I would like to share with you my views on the past decade and a few predictions on what lies ahead.

The characteristics of the sixties do not end because we turn the calendar. The end of a year, the end of a decade, is an arbitrary mark. Only man marks time because only man knows that time is all we have, that time is life. Animals and plants live happily without knowing that a year has passed or that a decade has ended. But this man-devised arbitrary division is valuable in that we are forced to evaluate the past and plan for the future. Although 1969 will not necessarily be too different from 1970 we can join the news commentators and take advantage of labeling a decade and hoping that a numerical difference will make a human difference.

You don't have to be a sage or perceptive intellectual to draw some conclusions about the sixties. The sixties were years of assassination, confrontation, and mobilization. Our country lost three great leaders at the hands of assassins. Difference of opinion moved from the conference room and the coffee shop to the streets and campuses. We have witnessed a decade of violent confrontation. We have seen the platitudes and pat answers of the fifties challenged, knocked down, and dragged through the streets.

We have seem remarkable progress in medicine and science with heart transplant and space conquest foremost examples. But yet we seem to be unfulfilled by scientific progress when human problems still appear insoluble.

We no longer acknowledged the premise that poverty will always be with us. We no longer accepted the myth that politics allows a little corruption and government necessarily moves slowly and bureaucratically. We no longer accepted the ivory tower image of the university which persists as a dangerous myth.

A few of us rejected the importance of organized religion as a recent Gallup poll pointed to the decline of church attendance throughout the sixties. Some of us turned more and more to escapism through the use of alcohol and drugs. We experienced an increasing interest in mysticism and astrology which some say the young people who have rejected the religion of their parents use as a substitute.

As an educator I found the most visible trend of the sixties to be the student revolution. Thinking and responsible individuals are opposed to violence in all its forms. But if we can salvage something from the contagion of campus disorders it is this: no longer will the university be isolated from its environment. Society made demands upon the university during the last decade that changed the structure and philosophy of education. Curricula were revised to become more identifiable with the needs of our society. Educators could no longer separate themselves from students. And this is a healthy trend.

What will the 1970's bring? Recently on CBS News, Marshall McLuhan made some interesting observations which I would like to repeat for you. He said that the seventies will see more not less violence. We will see a trend of total involvement. Specialization will decline because of the individual's need for total involvement. Consequently, work will become play because when we are totally involved in our jobs our tasks will no longer seem like work. McLuhan said that Western society will become an Oriental society in outlook. And the Orientals will become Western. The Federal government will be decentralized into teams just as our country has evolved into regions.

I was particularly interested in Mr. McLuhan's observation on total involvement. I think this is the one phrase which will best describe the 1970's. We will see this in our immediate environment as well as on a national scale. We will demand that our employer, our city councilman, our governor, our senator, and our President be responsive to our needs. And we will want to become involved with our fellow man. Marshall McLuhan popularized the phrase "global village" in describing the effects of mass communications upon the peoples of the world. This has already been evident in the sixties. In the seventies it will be even more pronounced. We will see people more interested in human welfare than national goals. In 1969 we spoke of a man's reaching the moon, not an American.

During the decade of the 1960's, the pace of life accelerated significantly. Instantaneous communication has become a reality, with the transmission of radio signals available to all the nations and the reception of radio broadcasts by inexpensive transistor radios even in remote villages in Asia and Africa. Telstar has made live intercontinental television possible, including remarkable telecasts live from the moon. And jet air travel enables man to move quickly over the vast oceans which formerly separated the continents.

All of these technological developments have had a tremendous and dynamic impact upon education, and I foresee the following dramatic developments in the decade which we are now beginning:

1. Enrolments in American education, which now total 60 million, will continue to increase. All young Americans will enter elementary school. Increasing percentages will proceed through high school and increasing numbers will enrol in higher education. There are now almost 7 million Americans, representing 50 percent of the college age group, enroled in America's colleges and universities, and in other forms of post-high school training. By 1980 the figure may reach 12 million.

2. During the latter 1960's, one new college was established each week, and the total is now approaching 2500. In my judgment, the pace of founding the new institutions will probably decline, but most colleges and universities

will grow in size and complexity. There will be created a paradox: while many colleges will grow larger, and there will be greater use of programmed learning and computerized instruction, the "revolution" against depersonalization will continue. New ways and means will be found to restore personal contacts among faculty, students, and administrations. This can be done by a variety of measures, including the development of the "cluster college concept", which has been developed in the Claremont Group in California, and elsewhere.

3. While traditional standards of admissions will continue to prevail in most private colleges and among state universities, increased experimentation can be expected. In New York, for example, there is great pressure for "universal admissions," by which all high school graduates will be placed in higher institutions of learning deemed appropriate to the aptitude of the individual. Throughout the land "open admissions" will be the goal of some groups, especially disadvantaged minorities, but the illogic of seeking to educate all post-high school students in rigorous academic environments will preclude the success of this plan in the better institutions.

4. I predict that the dignity of technological and service vocations will once again be restored to its proper place. Parents and students will begin to see the virtue of training in many dignified professions, and students better qualified in these areas will increasingly find satisfaction in them.

5. The so-called blue collar, technological, and service fields of endeavor will quite properly attract the interest of many.

6. Increasing emphasis will be placed upon the fine arts, not only for professional training but primarily for the satisfaction of human values and leisure time activities. Latent talents in music or drama, the dance, and other areas will attract increasing attention.

7. The trend towards greater concern with values--moral, spiritual, humanistic, and esthetic--will accelerate. The entire educational community will increasingly be concerned with values rather than in cold, objective analysis. I would not be surprised to see a renewed interest in religion, in spiritual values, both old and new--if there are "new" ones!

8. Growing attention will be given to the individual, with emphasis upon his rights. The entire fabric of society continues to move in this direction, and the university community will lead the way. Wider participation in decision-making, in the creation of a more wholesome university environment, will characterize the decade which is now beginning. There will be greater concern with minorities--racial and economic, national and social. I foresee greater concern for the deaf and others physically and mentally handicapped.

9. I foresee continued student activism. Hopefully, it will be non-violent, but there will surely be outbreaks of violence. It is estimated that less than 2 percent of all college students, and less than 20 percent of all campuses, have experienced violence thus far. Hopefully, the University as a citadel of reasoned discussion, tolerance, and understanding, will regain universal acceptance.

10. There will continue to be greater student interest in the social sciences, and possibly less interest in the hard sciences. Professional fields like law, medicine, will see continued efforts at reform and greater humanization.

11. The traditional college curriculum will undergo further reexamination and modernization. Additional experimentation with the college calendar will surely continue. As the nation becomes further urbanized the traditional three-months summer vacation, previously devoted to family agricultural pursuits, will be increasingly incongruous.

12. I foresee the near final resolution of racial problems and diminution of discrimination based upon race, religion, and national origins.

We have entered the new decade. It promises to be exciting and productive. I am optimistic about education in the 1970's, and have great faith and hope in the future of our state and nation, and the fate of mankind.

It is an honor to be with you tonight, and to serve as president of Jacksonville University. I am eager to move ahead with you in the important work and opportunities which lie before us in educating our young people.

THE PRESIDENT'S REPORT

Dr. Ben E. Hoffmeyer, President, Conference of Executives
of American Schools for the Deaf

The President's Report, I assume is to be a progress report of the last two years. Great changes do not happen quickly and to take full credit for any change for the good or bad cannot be claimed by a president of the Conference. Changes are usually discussed, planned and implemented over several administrations.

Seeing the need for change is progress. There was a critical need for having the Teacher Training and Certification responsibility shared uniformly with all organizations whose primary objectives are to educate deaf children. Since the Council on Education of the Deaf represents the educators of the deaf of the United States it is the logical umbrella under which Teacher Training and Certification should be functioning.

There was always a shadow of threat that other certifying organizations might usurp what is rightfully the responsibility of the educators of the deaf in the United States. Who else has a license to operate in this field? Whoever now tries to move into this area should meet with unified national resistance from the educators of the deaf. The Conference did not weaken our voice in the Teacher Training and Certification field when we moved the responsibility to C. E. D., but instead amplified our voice by joining in concert to determine the professional criteria by which teachers of the deaf will be certified.

The Council on Education of the Deaf represents a large majority of the deaf students and educators of the deaf in the United States. This majority is great enough that we are justified to stand tall and say strongly that we are the right ones to set the standards for teachers in the United States.

Dr. Ralph Hoag, Chairman of this most important Committee, needs our full cooperation. To please everyone is impossible, to create the ideal set of standards is not possible, or even practical. We will be called on to live with compromise and practice patience. A reasonable acceptable set of standards needs to be put into effect as soon as possible with the assumption that constant upgrading will be necessary.

When these standards are accepted by C. E. D. we should let the special education world know of them. Every effort should be made to get our companion organizations of ASHA and CEC to accept these as their standards. This would then lead State Departments of Education to accept them.

The Conference members have the greatest potential for national influence of any organization in the field. We are the most ecuminical of all the organizations. Our membership includes persons of all philosophies of methods and types of schools. As executives we have the mobility, communication facility, and influence within our states so that in a matter of hours we can contact every Congressman, every Governor, and every state educational official. We have never really flexed our muscles and the seventies should be the decade when we move to the front line and fight for the total welfare of the deaf.

We have also joined hands with the Convention and A. G. Bell under C. E. D. to form a united front in legislation concerning the deaf. The Council on Education of the Deaf now has a legislative committee comprised of the presidents of each organization, plus one other member selected by the president of each organization, to provide the United States Government a place to go for counsel and guidance on legislation pertaining to education of the deaf. We must see that this committee is called on by the Federal Agencies, and if not we must let our desires be known to the U. S. Office of Education and other agencies through our Congressmen. I feel strongly that C. E. D. should be the national advisory council for the education of the deaf. Who else represents the education of the deaf more fully?

Through the Legislative Committee of C. E. D., and the Conference, tremendous influence can be wrought for the enrichment of education for deaf children. We have not exercised our voice and it is about time we employ voice building exercises. Too much legislation is being implemented without consultation from the educators as to its educational soundness, and to its implementation to the total education processes. I feel we are now forming a strong front that should give us confidence, since we are working shoulder to shoulder with the two other organizations, the Alexander Graham Bell Association for the Deaf and the Convention of Instructors of American Schools for the Deaf.

To work together does not mean we forsake our beliefs, for each and everyone of us has the right to believe as he or she desires and still cooperate on the larger and more significant goals for which we can work as one.

To reflect the educational needs in the field of education of the deaf the Conference must represent a larger majority of deaf children. To do this our membership must include more of the executive heads of the day schools and programs of the United States. I, therefore, urge you to consider greater flexibility in membership requirements, encourage greater involvment of day schools and programs. This does not mean that we should encourage or endorse ungraded isolated day classes that do not have professional supervision. It means we accept well organized day schools and programs that do have professional supervision, as we have in the past. Today the Conference is representing approximately 58% of deaf students in educational programs.

One of the great threats to sound education of deaf children is coming through recent state legislation. We have witnessed in the last two years a drive by State Special Education forces to establish by law educational programs for deaf children in their communities. Some of these laws encompass education of the deaf from three years of age through high school, plus vocational training. I strongly propose that the Conference pass a strong resolution against isolated ungraded day classes that do not have full time professionally trained persons in the area of the deaf as supervisor. I suggest this be sent to all agencies and organizations sponsoring such legislation throughout the fifty states. We should express our concern that nationally there is enabling legislation being passed that is allowing unsound educational programs for the deaf to be established. We should say loud and clear that the minimal program should be five well graded classes with full time professional supervision. We should strongly protest the use of Speech Therapist, Speech Pathologist, Special Education Majors, etc., as Teachers of the Deaf, and call for Council on Education of the Deaf standards to be followed for certification.

If we represent deaf children and education of the deaf, then we should defend the deaf children from imposters. Most personnel used in these programs are unlicensed to work in the field and this should be pointed out to parents and officials.

The Vocational Committee, with Roy Parks as Chairman, has been working extremely hard. Boyce Williams, Mary Switzer, Wilbur Mills, Roy Parks, and I have used the U. S. Mail excessively, and Roy will have an encouraging progress report to make later in our meeting.

Bill McClure, Howard Quigley, and McCay Vernon have really spent time, energy, and reams of paper in bringing The Annals to what we all think might be new horizons of success. All of us owe them a debt of gratitude.

The Conference of Executives greatest achievement over the past few years has been in fiscal solvency. We at last have a reasonable amount of money to carry out needed projects. Dr. Howard Quigley, Executive Manager, has had much to do with this welcomed situation.

There is much work for the Conference to do. We either direct the educational programs for the deaf with vigor, or someone else will do it for us. Others are moving in and we must see that sound educational programs for the deaf prevails.

We can point with pride to the contribution we have made; we must search and strive for greater contributions to make.

I want to thank each of you for helping me pilot the Conference through the two years I have been president.

PLANNING A NEW ERA AT GALLAUDET COLLEGE

Dr. Edward C. Merrill, Jr., President, Gallaudet College

Colleges and universities are among the heartiest of the many institutions developed by society to meet some of its own vital needs. Due to a strong tradition of academic freedom and independent financial support, more than one institution has become aloof and indifferent to people and their needs. The pursuit of truth for the sake of truth can be a commanding posture, one that is difficult to challenge. But most of us believe that at some time and in some way truth must come down to earth and benefit the man next door.

There is a strong case for the traditions and contributions of higher education to society, and there is an equally strong case for an institution to examine its productivity and impact periodically. This is perhaps even more necessary for an institution which has a rich history and which has made a significant contribution to society.

A Place in History

Gallaudet College has established itself in the history of American education. It demonstrated that young deaf men and women can readily acquire and profit from a liberal education at the collegiate level. This evidence has had a positive influence on the education of the deaf in the United States and an even greater impact on the education of the deaf in foreign lands. Few colleges and universities can claim such an outstanding contribution and most will never rival it.

The meaning of this contribution, however, is found in the lives of over four thousand alumni who are earning a good living in professional or semi-professional work, taking an active part in community life, and for a significant number, providing leadership at the national level.

The heritage of Gallaudet College is people who are prepared to work against odds, who have commitment to basic values of the worth of all people, and who believe in the power of education to unlock human potential.

A View from the Outside

In order to insure that Gallaudet College continues to make a maximum contribution to this nation, the Board of Directors sought an outstanding group of persons who would volunteer their time to examine the College in relation to the needs of deaf people, the roles being performed by other institutions of higher learning, and the complexities of values underlying contemporary life. In March, 1969, the Board of Directors appointed a Committee on the Role and Function of Gallaudet College as an institution of higher learning for the deaf. The Committee consisted of nine outstanding persons (see Appendix A) who represent various points of view and different backgrounds. They were charged with examining the College as it now exists and making recommendations concerning important goals and priorities toward which the College should strive during the next five to ten years. In preparation for its task, the Committee solicited responses from the students, the faculty, the alumni, and directors of schools for the deaf.

In January, 1970, the Committee presented a tentative draft of its recommendations to the students and faculty for their reactions. In addition, it requested four groups to review the tentative recommendations. Careful consideration was given the recommendations by the National Advisory Committee on Education of the Deaf, the Board of Directors of the Council of Organizations Serving the Deaf, the Council on Education of the Deaf, and the Board of Directors of the Gallaudet College Alumni Association.

Recommendations of the Committee are now undergoing revision on the basis of the many suggestions made by the various groups. The recommendations will be presented to the Board of Directors for their consideration on May 18, 1970. If the Board accepts the recommendations, the faculty and the administration of Gallaudet College will have a mandate for change and development for the next few years.

Goals in a Modern Context

The report of the Committee on Role and Function which goes to the Board of Directors on May 18, will not begin with recommendations. It will begin with a careful consideration of the "changing educational scene." Student activism, technological advances, shifts in public policy, new curriculum concepts, changes in attitudes toward education, a more organized teaching profession, and a deeper understanding of the necessity for education have ushered in a totally different environment in which colleges and universities function. In modern parlance, we might say that colleges and universities are now playing in a new ball game.

It is too early to share with you the recommendations of the Committee concerning newer goals and directions for Gallaudet College. It is safe to say, however, that the new goals will probably reflect a broader mission for the College. If the final report contains the same thrust as the draft, Gallaudet College will continue to feature a liberal arts program, but this program will be more flexible, will be more relevant to the issues facing modern society, will be more realistic in view of employment opportunities and will be more interesting to the student who is pursuing it. The College will also be asked to establish goals which will meet a broader range of the needs of deaf people and of hearing and deaf people who wish to develop important professional skills.

The recommendations of the Committee will, therefore, be expressed in a modern context. They will be characterized by their realism and their challenge to the College. Hopefully, the most important implication of the new goals will be the opportunities which they foretell for deaf people. Not only will they open more doors for Gallaudet College students, but they will give new aspirations to the underemployed deaf adult. Not only will these goals require more effort and an improved performance in teaching and learning, but they will also offer new rewards for deserving people.

Internal Restructuring and Involvement

Those recommendations of theCommittee on Role and Function of Gallaudet College which are accepted by the Board of Directors, will necessitate careful planning by the faculty, staff, and administration of the College. There will be a definite "tooling up" period. During this time the College will reorganize itself in order to come to grips with the challenges of the recommendations. Planning on how to implement the recommendations will be done during the summer of 1970. The faculty will begin the 1970-71 year by considering proposals for restructuring the College. Changes in structure will be recommended on a sequential basis so that a gradual evolution of structure can be undertaken in order to launch programs and fix responsibilities. It is important also not to develop a "super structure" which is not needed and which serves little purpose.

As the new structure evolves, a definite effort will be made to involve both students and faculty in appropriate roles so that they can give direction to changes and share a greater responsibility for the development of an outstanding college. Such involvement can be justified on the altruistic basis of the rights of students and of faculty to participate. They will also be involved in order to capitalize on the ingenuity, creativity, and the power which they represent. A college or a university can only reach for greatness when every person accepts the challenge and strives to improve the institution. Basically, as a new structure for Gallaudet College evolves, it will be a structure in which there will be maximum involvement by students, faculty, alumni, and other groups who can make a contribution to the success of the College. Such a structure could shift considerably the traditional roles of administrators and faculty members within the college structure. Next year, specific illustrations of how this structure is evolving will be available.

Reassessment of Resources

Each college or university has three basic resources: people, money, and things. Gallaudet College has already initiated a careful examination of how it is using its most precious resource: people. The data processing center is providing a careful listing of all teaching assignments and expressing these as "credit hours produced." The Dean has produced a study entitled "Productivity of the Gallaudet College Faculty." This very thorough study describes a load of a faculty member in contact hours. It accounts for the wide range of responsibilities and activities undertaken by all faculty members. It is most impressive in its scope and thoroughness. The Price Waterhouse Company has conducted a thorough study of all non-faculty positions on the campus. This study has provided much clearer job descriptions, wage and salary projections, and recommendations for improving these vital supporting services.

A careful assessment is also being conducted on how funds are used at Gallaudet College. Budgets have been reorganized to show exactly where funds are invested in academic programs. In this manner the actual cost of programs can be determined and evaluated in view of the goals of the College. This assessment shows clearly that Gallaudet College desperately needs a higher level of funding in order to provide a bona fide liberal arts education for deaf students. The pupil expenditure of the College is no greater than the expenditure of some pre-college programs for the deaf. It is less than half the per pupil expenditure at the

National Technical Institute for the Deaf for the fiscal year 1970. Increased funding is essential in order to retain and attract qualified instructors, reward instructors commensurate with salaries being received in other colleges, provide supporting services (counseling, placement, and health) to students, and to implement the exciting challenges which will be recommended by the Committee on the Role and Function of Gallaudet College.

The physical plant and equipment of Gallaudet College has shown remarkable growth and development over the past ten years. It has come too slowly and enrollments have outrun facilities. The most pressing need is the completion of the third dormitory so that preparatory students can be moved from College Hall into a safe and desirable living environment. A fourth dormitory will be needed in order to accommodate any expansion of enrollment and a learning center and health facility will be needed within the next five years. As older facilities are made available, they can be used for some programs which will be recommended by the Committee on Role and Function of Gallaudet College. This will prevent a delay in implementing some of the service programs which are recommended.

As Gallaudet College functions in a high cost era, endeavors to initiate significant improvements in instruction, desires to accommodate still other young deaf people, and seeks to broaden its role, it faces a need for more resources than any other decade in its history. The College is now seeking a very broad base of support so that these resources will be forthcoming.

The New Era: Shape and Substance

By the opening of the 1970-71 school year, the Report of the Committee on Role and Function of Gallaudet College, entitled A New Era for Gallaudet College, should be available to each of you. It will recommend that Gallaudet College become more of a multi-purpose institution. It will recommend that it become a comprehensive center on deafness. In this center a variety of activities will occur. Excellence in teaching will be demonstrated from preschool through graduate programs. A broader range of services and adult programs will be offered. Gallaudet will become both a research center and a conference center.

Beyond these programs which will be available, the New Era may be marked more definitely by a climate of openness and a willingness for cooperation and collaboration. Gallaudet College would like increasingly to become the catalyst which brings about new progress in education of the deaf at all levels by working with you and with the institutions which you represent.

As many of you are alumni of Gallaudet College and as each of you is interested in Gallaudet College for your students, I should be happy to respond to questions which you may wish to raise at this time. I prefer that you not be timid. I welcome any questions and I will endeavor to answer objectively. It is quite possible, however, that I might not have a specific answer at this time. If that is the case I will endeavor to write to you about it.

Appendix A

Members of the Committee on Role and Function of Gallaudet College appointed by the Board of Directors in March, 1969:

Miss Mary E. Switzer, Chairman
Vice President, World Rehabilitation Fund

Dr. Herman E. Spivey, Vice Chairman
Professor of English, College of Liberal Arts
University of Florida

Mr. Mervin D. Garretson
Executive Director
Council of Organizations Serving the Deaf

Dr. Ben E. Hoffmeyer, Superintendent
North Carolina School for the Deaf

Dr. John Marvel, President
Adam State College

Dr. Clarence D. O'Connor
Former Superintendent, Lexington School for the Deaf

Dr. Jerome Schein, Dean
School of Education
University of Cincinnati

Dr. S. Richard Silverman, Director
Central Institute for the Deaf

Judge Homer Thornberry
Fifth Circuit, United States Court of Appeals

THE ST. PAUL TECHNICAL VOCATIONAL INSTITUTE'S TECHNICAL VOCATIONAL PROGRAM FOR DEAF STUDENTS

Robert R. Lauritsen, Director, St. Paul Area Technical Vocational Institute,
Technical Vocational Program for Deaf Students, with Gerhard W. Nelson

The St. Paul Technical Vocational Institute is one of the three federally funded programs designated to provide post-secondary technical-vocational training for deaf students. This five-year project is funded jointly by the Social Rehabilitation Services and the Office of Education, both of the Department of Health, Education, and Welfare. The other two programs, together with St. Paul, comprising the "Triangle Schools," are the Delgado Junior College, New Orleans, Louisiana, and the Seattle Community College, Seattle, Washington.

The basic responsibilities of these three institutions are:

> To demonstrate the feasibility of using an existing technical vocational institute customarily serving hearing students to serve graduates of secondary programs for deaf students and those deaf students who have for some reason terminated their education prior to the successful completion of a secondary program; and to evaluate this demonstration as it progresses, in such a way that the feedback from the evaluation can be used to maximize its impact--both as a training plan for deaf people and as a demonstration for the establishment of similar programs elsewhere.

The hypothesis which the St. Paul Technical Vocational Institute (TVI) is exploring in depth is:

> The deaf person can more easily reach his optimum potential if given adequate technical or vocational training in specialized areas using multivariate media in an existing facility and as a result be employed at a level commensurate with his ability.

THE ST. PAUL TECHNICAL VOCATIONAL INSTITUTE

The city of St. Paul has provided technical-vocational education for 47 years. In 1966, the St. Paul Technical Vocational Institute (TVI) moved into its present building, a five story building with 391,600 square feet of space (over 9 acres) on a site of 21 acres. Replacement cost for TVI in 1970 would surpass $16,000,000 in terms of building and equipment. Daytime enrollment of post-secondary students exceeds 1700 students. An additional 6,500 adults pursue continuing education in the evening school. There are 161 teaching stations with over 100 full-time day faculty, and 450 evening faculty.

Because flexibility and adaptability are essential characteristics of technical-vocational education, programs of study offered are:

a. Short and intensive, to meet specific but limited needs for job entrance or job promotion.

b. Extensive, in terms of content and time, to meet the needs of beginning or experienced workers for jobs demanding a high degree of skilled and technical knowledge.

c. Broad, in terms of technical content, with emphasis on complementary subject matter including communications, science, mathematics, drafting, occupational process and practices, and human relationships.

There are four major divisions of training at the St. Paul Technical Vocational Institute comprising 39 areas of training. These four divisions are the Trade-Industrial Program, the Technical Program, the Business and Distributive Program, and the Health and Service Program.

The course offerings at the St. Paul Technical Vocational Institute are constantly scrutinized by advisory committees to insure continuing responsiveness to the needs of the community. Over-all flexibility of the Institute permits timely and rapid additions, modifications and deletions of course offerings to insure the attainment of the basic objectives of the Institute.

The St. Paul Technical Vocational Institute is the largest and most comprehensive of Minnesota's 28 area-technical-vocational facilities. Totally, these 28 facilities represent over 300 areas of technical-vocational training. Housed within the St. Paul Technical Vocational Institute is the Special Education Media Instruction Center (SEMIC) which has the direct responsibility for providing special education and media services in the city of St. Paul.

There is a commonality of the training available at the St. Paul Technical Vocational Institute, and the other 27 area-technical-vocational centers in the state of Minnesota, as compared to other sectors of the United States. This commonality is evident when a comparision of Minnesota's course offerings are made with course offerings of institutes of similiar purpose in the United States.

THE TECHNICAL VOCATIONAL PROGRAM FOR DEAF STUDENTS

The Technical Vocational Program for Deaf Students functions as an integral part of the Institute at large. As of April 1, 1970, the Program for Deaf Students staff consisted of: a Coordinator, an Assistant Coordinator, two counselors, three instructors, five full-time interpreters, four part-time interpreters, two secretaries, and selected tutorial staff. The selected tutorial staff consists of three distinct groups of people who have developed sufficient interest and/or communication skills to serve the project purposes. These groups are: 1. Outstanding regular (hearing) students at TVI, 2. Members of the regular TVI instructional staff, and 3. Selected hearing and deaf persons from the local professional and business community.

Initial projections for the first year of technical-vocational training of deaf students, which began on September 6, 1969, called for an enrollment of 20-25 students. However, the demand for this type of training, and the general positive and overwhelming acceptance of the Technical Vocational Program for Deaf Students by St. Paul TVI, made it possible to accept fifty-six students during the first three quarters (Fall, Winter, and Spring).

Basic demographic data on these fifty-six students is as follows:

SEX

Male - 35
Female - 21

Total 56

FORMER EDUCATIONAL SYSTEMS

Residential School Graduates - 39
Public Day School Graduates - 9
Private School Graduates - 5
Integrated Class Graduates - 3

YEAR GRADUATED FROM HIGH SCHOOL

1969 - 35
1968 - 9
1967 - 7
1966 - 2
1965 - 1
1963 - 2

AVERAGE AGE

20 years

PREVIOUS POST-SECONDARY EDUCATION

7 students (12.6%) attended Gallaudet College. Time spent at Gallaudet College ranged from a few months to 2½ years. Additionally, several students received short-term training at private training facilities that do not provide special supportive services for the deaf student.

GEOGRAPHIC LOCATION, HOME STATES

Canada - 1
Connecticut - 1
Iowa - 3
Kansas - 1
Massachusetts - 1
Michigan - 3
Minnesota - 25
Nebraska - 3
New Jersey - 1
North Dakota - 6
Oklahoma - 1
Pennsylvania - 3
South Dakota - 6
Wyoming - 1

HOUSING

(Note: St. Paul, New Orleans, and Seattle do not provide dormitory facilities.)

Home	12
Relatives	2
Group Apartments	30
Individual Apartments	2
Supervised Clubs	10

READING SCORES

Gates Reading Test, Comprehension Scale for the Initial 40 Students Enrolled in the Preparatory Program

Gates	Students	Gates	Students	Gates	Students	Gates	Students
3.1	1	4.3	4	5.3	2	6.5	2
3.3	1	4.8	4	5.6	2	7.2	4
3.8	2	5.0	1	5.8	1	7.4	3
4.0	1	5.2	3	6.2	4	8.2	2
4.2	1					12.0	1

MATHEMATICS PROFICIENCY

These same students took a Diagnostic Mathematics Test which is administered to all entering TVI students. The test measures knowledge of addition, subtraction, fractions, decimals, multiplication, division, percentages, and square roots. There are 25 items on the test. Competence is accepted by scoring 16 or more on the test. Of the 40 Preparatory students, eight students "tested out," and were able to move directly into algebra. The remaining students began required courses leading up to Algebra I. These courses consist of fractions and decimals, linear measurement, powers and roots, area, volume, and ratio and proportion.

There are five identifable special supportive services available to deaf students at St. Paul TVI. They are:

1. The Preparatory Program
2. Interpreting Services
3. Counseling Services
4. Note-taking Services
5. Tutoring Services

Additionally, social, recreational, and organizational needs of deaf students are met in part through the TVID (Technical Vocational Institute for the Deaf) Association. Athletics are provided for in intra-shop, intra-mural competition, and through the local community activities. Religious programs are available through community resources.

THE PREPARATORY PROGRAM

The majority of deaf students entering TVI for the first time are admitted into the Preparatory Program. Students may matriculate one, two, or three quarters in the Preparatory Program. Upon completion of the Preparatory Program deaf students matriculate in one of TVI's 39 major areas of training.

The Preparatory Program courses are taught by Project Staff. Also appropriate resource persons from the community are utilized. Each class meets one hour per day, five days per week for the quarter, with the exception of vocational exploration which meets two hours daily. Wherever practical, the students themselves are urged to cooperate in actual planning for course material. As an example, new students may suggest needed instruction in checking accounts, apartment lease arrangements, income, income tax, and so forth. These items, and others, became incorporated into the curriculum.

The basic courses of the Preparatory Program are:

1. Personal Management - a basic course in management of personal problems. Its function is to teach use of personal finances and provide an opportunity for discussion of daily living activities. Major divisions of content are: a. Checking accounts and paychecks, b. Budgeting, c. Credit, d. Loans and savings, e. Social Security and taxes, f. Insurance for life and property, g. Grooming and health, h. Leisure time, i. Self-image, personality, and interaction with others, and j. Laws for you.

2. Reading - stresses the improvement of reading skills, vocabulary enlargement, improvement of comprehension, retention, speed and development of specific study skills.

3. English - this course is designed to provide students the opportunity to focus upon needs in sentence structure, grammar, and vocabulary. Students are encouraged to develop communication skills used in everyday living, as well as in major areas of training.

4. Mathematics - instruction of basic math skills with emphasis on fractions, decimals, linear measurement, powers and roots, area, volume, ratio and proportion. Special attention given to individual's needs, emphasizing the technical-vocational training objective.

5. Vocational Exploration - provides meaningful experiences through classroom study, temporary shop assignments, and industrial tours illustrating the role of TVI graduates in the world of work. These experiences are utilized in making a realistic choice of a course of study suited to the interests and capabilities of each student.

In addition to the basic core courses offered in the Preparatory Program, several important optional courses are offered. The optional courses include:

1. Courses in manual communication for students lacking adequate oral or manual communication skills.

2. Auditory training/speech therapy. As of April 1, 1970, the majority of students had been screened for continuing needs in auditory training and speech therapy by professional staff of the St. Paul Public Schools, Special Education Section. When the screening is complete, a formal program of auditory training and/or speech therapy will be provided for all deaf students in need of such services.

3. Physical Education. TVI has an active intershop intra-mural program. Deaf students participate in this program. All Preparatory students are scheduled for swimming twice weekly, on an optional basis, in the Olympic size pool.

4. Specialized Tutoring. All Preparatory students have several forms of tutoring available to them at all times. First, all students may receive special assistance in their core class assignments by the Project Staff. Secondly, students with special needs for meeting entrance needs of Regular Courses may receive individualized tutoring services.

Interpreting Services

Interpreting services are an integral part of the Technical Vocational Program for Deaf Students. The primary receipients of interpreting services are deaf students enrolled in regular training programs. Interpreting services are also available to Preparatory students as needed, particularly in Vocational Exploration.

The role and function of the Interpreter can not, and must not, be under-emphasized. The Interpreter is "many things to many people;" for example:

1. The liason between the regular instructors and the deaf student(s). Regular instructors, highly skilled in their area of competence, tend to rely on the interpreter as a second instructor or as a teacher aide.

2. The deaf student(s) tends to look upon the interpreter as the instructor, or as a teacher aide.

3. The interpreter tends to serve as the "buffer", the intermediary, and the mediator between the hearing students, the instructor, and the deaf student(s).

4. The interpreter is the main link in providing daily feed-back information between the deaf student(s) and the Project Staff.

The interpreter can be the major liason between the Regular Instructional Staff and the Deaf Project Staff. The interpreter is called upon regularly to answer a variety of broad-based questions on deaf-education-rehabilitation, and specifically, pertinent questions on individual deaf student(s).

To date, it is subjectively agreed that the Interpreter is a "less than perfect" substitute for the regular instructor. Stated another way, the interpreter can not interpret every thought, every idea, or every nuance of the regular instructor to the deaf student. Yet in light of present knowledge, there appears to be no substitute for the interpreter at the post-secondary level of education in the integrated setting.

The interpreter, in addition to being highly skilled in manual communication, must also be knowledgable in a variety of vocational-technical areas of training. As an example, an interpreter's schedule at TVI might find one interpreter working in the following areas in one school day; Production Art, Chemical Technology, Physics, Metallurgy, and Industrial Administration. Another interpreter might follow a schedule of; Graphic Arts, Carpentry, Welding, Personal Dynamics, and Communications.

A fine line exists between the interpreter as a "pure" interpreter or a combination interpreter-tutor. The fine line is compounded when considering the language handicap of deafness.

Counseling

Counseling is the all pervasive service designed to benefit deaf students at TVI. Counseling services during the Preparatory Program have particular emphasis on the selection of a technical-vocational training objective. The prime requisite for completion of the Preparatory Program is the selection of a program of training and demonstrated ability to compete. Consequently, educational/vocational counseling at TVI is very goal directed.

Regular deaf students at TVI have counseling services available to them. Frequently, the regular deaf student needs moral support for his venture of studying in an almost totally integrated setting. In certain cases, program modification is required, and frequently this modification is possible.

All deaf students have available to them counseling of a personal-social nature. Housing arrangements also are a concern of the counseling staff.

Tutoring and Note-taking

Frequently, deaf students in Regular Programs can benefit from special tutoring by Project Staff, exceptional hearing students, regular faculty members or selected community resource personnel. The use of tutors has been agressively pursued and subjectively appears to be an important determinant of training success.

Note-taking services are another category of supportive services. These services are performed by hearing students who are following the same course of study as deaf students. Volunteers are provided with special notebooks featuring self-carbonized note paper. This particular activity has proven to be of assistance to the deaf student.

DEAF STUDENTS ENROLLED IN REGULAR PROGRAMS

As of April 1, 1970, 37 deaf students were (or had) matriculated in 14 major areas of study at TVI. These areas are:

- Apparel Arts
- Auto Body
- Carpentry
- Chemical Technology
- Cosmetology
- Design Technology
- Food Management
- General Office Practice
- Graphic Arts
- Medical Laboratory Assistant
- Machine Tool Processes
- Production Art
- Traffic Transportation
- Welding

As regular students, the deaf students attend classes with hearing students. Average class size at TVI is 19 students. Typically, to date, there are on the average 2 or 3 deaf students attending class with hearing students in each of the 14 areas of training listed.

The regular deaf students utilize to the largest extent the educational supportive services of interpreting, and note-taking.

IN-SERVICE TRAINING FOR THE REGULAR TVI STAFF AND STUDENT BODY

In-service training has been pursued for the administration, regular faculty, and hearing student body on a formal and informal basis.

The Project Staff made a formal presentation to the Administration and Faculty prior to the beginning of the present academic year. This presentation consisted of a rationale for a Program for Deaf Students, the means of implementation of the Program, an explanation of role and function of the Project Staff, and background information on Deafness and Education of the Deaf.

Courses in the manual alphabet and sign language have been offered to the Administration, Faculty and Support Staff of TVI. Over 70% of the personnel have taken advantage of these classes.

Courses in the manual alphabet and sign language have been offered to the hearing students at TVI. Eighty students have completed the course to date.

A number of faculty and students were not able to attend classes, but nonetheless, became very proficient in manual communication through their own devices. The Physical Education instructor fits this category and has acquired sufficient skill to teach self-contained classes of deaf students in swimming. Several students have acquired sufficient communication skills so that they are conducting their own sign language classes.

Informally, in-service training has been a continuous process. Numerous faculty and students discuss "deafness" with the Project Staff on a regular basis.

Sign language books, and manual alphabet cards are made available continuously to any interested faculty members and students. As of April 1, 1970, over 1000 sign language books and 2000 manual alphabet cards have been distributed.

SUMMARY AND A LOOK TO THE FUTURE

The St. Paul Technical Vocational Institute is providing technical-vocational education for post-secondary age deaf students. This special program for deaf students began in September, 1969. During the first three quarters 56 deaf students, averaging 20 years of age, have been enrolled. These students have come from 13 states and Canada. The majority of students begin their studies in the Preparatory Program. As of April 1, 1970, 37 deaf students have been enrolled in 14 major areas of training. All deaf students receive special supportive services including interpreting, note-taking, tutoring, and counseling. The academic backgrounds of the students show variance from relatively low reading and grade achievement levels to persons with two successful years of college experiences. During the first year of activity the Technical Vocational Program for Deaf Students has received positive acceptance by the regular staff and student body of TVI.

A definite attempt has been made during the initial year of operation to provide post-secondary technical-vocational training for deaf students possessing varying academic backgrounds and achievement levels. The Project will attempt to continue this trend. Continued emphasis will be placed on educational-vocational-social counseling and the documentation of these efforts. Beginning June 1, 1970, deaf students will begin to graduate in larger numbers from TVI, which will necessitate an active job placement program.

Development of media appropriate to emerging Preparatory Program curriculums has received heavy attention. Language development appropriate to technical-vocational education has received, and will continue to receive, major attention. Vocabulary lists are evolving out of regular classrooms under direction of the Interpreters. These word lists are being, and will continue to be, incorporated into the Preparatory Program. The goals and objectives of the Project remain unaltered, and continued efforts will be placed on proving the basic hypothesis.

NTID: ITS CURRENT STATUS

Dr. Robert Frisina, Director, National Technical Institute for the Deaf

May I first express my appreciation for this opportunity to share with you information regarding NTID. All of you have a deep and abiding responsibility in this enterprise and I look forward to the discussion which is to follow this presentation.

All of you are knowledgeable about the events that led to the establishment of NTID; many of you were instrumental in bringing NTID into being. Today marks the third opportunity to discuss with your membership its growth and development and its current status.

By all intents of Public Law 89-36, NTID is to be a multipurpose institute for the deaf; as such it provides maximum flexibility in curricula and encourages all such originality, imagination, and innovation as will satisfy high levels of aspiration of deaf students. To do this, the plans and operations of NTID are based on the premises that NTID must be a responsible pioneer in the technical training of deaf people generally and that job placement of the deaf cannot be solved with yesterday's standard. The program now underway and all future programming will incorporate the most recent thinking in educational practices and technology.

As well as the fundamental purpose of being an education and training center for deaf students, NTID is also a service center to prepare its students for successful job placement and community living; it functions as a training and practicum center to assist in developing professional manpower to serve the deaf; and an essential purpose of NTID is to function as a research and demonstration center to improve the education of the deaf in general.

Special faculty and personnel are provided for such educational support services as interpreting, tutoring, and notetaking services and for such additional support services as speech, hearing, and language services, counseling and guidance; and placement.

Much has already been done and continues to be done for 1) selecting personnel; 2) developing education and training programs; 3) developing instructional materials; 4) providing interpreting, tutoring and notetaking services; 5) refining audiology, speech pathology, and language services; 6) recruiting new students; 7) helping students with career program selection; 8) developing counseling services; 9) facilitating integration of deaf with hearing students; 10) recruiting deaf students; 11) pursuing applied research; and 12) disseminating information.

In September, 1968 a pilot group of 70 students entered NTID as the first phase of its interim program. In September, 1969 the number of deaf students was increased by nearly 400% to a maximum of 275. This number will be advanced to 315 in September, 1970. In addition, manpower related training will increase to 182 in FY71.

The students who entered NTID were selected on the basis of their considered potential but unpreparedness for successfully completing a study program. The vast majority have been taking basic and preparatory programs in English, reading, mathematics, and science to get ready for advanced study in some technical field. Others embarked upon short-term programs designed for semi-professional education in engineering and business technologies (e.g., architectural drafting, machine tool operation, mechanical drafting, office practice, and bookkeeping). Still others cross-registered into study programs at the sponsoring institution (RIT) which are designed for semi-professional and professional education in the sciences, business, photography, graphic arts, and other applied arts.

All of the basic and preparatory programs and all the short-term programs for technical/vocational education and training are new programs. These were designed during the academic year 1968-69 and the summer of 1969 for initiation in September of 1969. Plans for additional short-term programs in business, computer, and medical technologies have been under continued development since the spring of 1969. Some of these will be initiated in the fall of 1970. All new programs will be evaluated carefully and will be revised and refined as necessary to meet the special educational needs of the deaf students who enter NTID.

Considerable progress has been made in the development of comprehensive educational technology. Computer assisted instruction is being designed to aid students primarily in their preparatory and remedial work; the potential use of instructional television is under exploration; and instructional materials, including programmed learning materials, which have special emphasis on the visual communication so essential for the deaf are being produced and collected for use.

Tutoring services have been and continue to be provided to all students. In addition, for courses into which students cross-register, interpreters or professors are provided from the NTID faculty and staff and notetakers are provided by hearing students.

All students have been receiving hearing and speech services provided by staff audiologists and speech pathologists. The students receive periodic hearing tests, hearing-aid evaluations, and rehabilitative attention designed to improve their speech production, speechreading, and utilization of residual hearing.

For the purpose of student recruitment, close working relationships have been maintained with schools for the deaf, state departments of education and vocational rehabilitation, and other organizations. Many schools and agencies are visited by NTID personnel in an effort to clarify the NTID programs and to provide opportunity for interviewing prospective students.

For those students who require it, opportunity is provided to sample the many technical education programs available at NTID and elsewhere. Each such student is then helped to select a program that fits his interest, his career objectives, and his abilities.

All students require counseling services for personal and social development. These services include individual and group counseling and psychological evaluation. In addition, in the fall of 1969 a formal classroom counseling program was initiated in which concepts of mental health, interpersonal relations and group interaction were presented to all deaf students.

Cocurricular education specialists are required in order to enhance the personal, social, and cultural development of deaf students in the integrated environment by helping them to become interested and to participate successfully along with hearing students in such activities as physical education, housing, health, recreation, and student activities.

During the spring of 1969 the training division provided training for RIT faculty, new NTID staff, and secretaries for optimum communication with the deaf. An intensive eight-week, full-time Summer Institute for 50 new NTID faculty and staff was offered in July and August by NTID

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training personnel in an effort to get them ready to handle the deaf students who would enter the programs in September, 1969. In addition, a doctoral candidate from the University of Michigan served as an intern and six RIT non-deaf undergraduates were given nine weeks of intensive training for becoming translators for deaf students. Residence hall advisors were oriented during September.

For purposes of research, the longitudinal study of deaf and hearing students at RIT initiated in September, 1968 has been continued through the second year and expanded to include new students. The perception of RIT faculty and students regarding the deaf, deafness, and education of the deaf has been reassessed; and in-depth investigations of deaf students in both academic and social settings have been initiated. Research activities related primarily to the emerging multipurpose functions of the Institute and to its national usefulness.

As this year of activity progresses, continued emphasis will be given to the planning of additional study programs for deaf students which correlate with both their needs and the job demands by industry; to continue to develop arrangements with industry to provide cooperative education as part of work study programs for the deaf; to continue study of the use of computer technology in the development of curricula; to continue to study the potential use of instructional television; to further develop tutorial and interpreter services; to refine further the audiology speech pathology, and language training programs; to continue the orientation of additional faculty, staff, and students regarding deafness; to continue development of the necessary job placement program; and to further evaluate the needs of deaf students in the areas of career development and personal and social adjustment.

Funds for construction of facilities for the National Technical Institute for the Deaf (NTID) were authorized in 1965 by Public Law 89-36.

Since that time, in the fiscal years preceding FY71, a total of $1,964,000 has been appropriated for NTID construction planning and site acquisition and development purposes. An additional $16,136,000 is being requested in FY71 for construction of the buildings.

Final construction documents will be forwarded to the Department of Health, Education, and Welfare on April 15, 1970 by Rochester Institute of Technology. Milestones in the planning process included:

February 1968 - Architects and engineers contract completed by the Department, Rochester Institute of Technology, and the architectural firm of Hugh Stubbins and Associates.

September 1968 - Approval by DHEW of concept studies for construction.

February 1969 - Schematic design phase completed and approved.

March 1969 - Site investigation stage completed.

July 1969 - Preliminary drawings and specifications and further probable construction costs approved by DHEW.

September 1969 - Land in the amount of 24.26 acres allocated for NTID construction.

February 1970 - DHEW authorized Rochester Institute of Technology to complete working drawings and bidding documents for final approval by DHEW.

April 1970 - Final working drawings and bidding documents to be forwarded to DHEW by RIT.

The NTID facilities will be built on the new 1300 acre campus of the Rochester Institute of Technology (RIT), chosen in 1966 to serve as the sponsoring institution for NTID. The site for the NTID buildings has been acquired. NTID facilities will be given a prominent location on elevated ground just north of the newly constructed residence hall complex of RIT. This location was selected not only to give special visibility to NTID facilities but also to help foster social integration of deaf students with their hearing peers so as to promote personal and social development necessary for successful employment and community participation.

The academic complex building has an area of 209,700 gross square feet. It will be a square structure with three floors on the perimeter and two floors in the middle, above ground and with no basement. This facility will house:

(1) for instructional purposes: 18 classrooms; 12 laboratories and shops; 13 seminar/conference rooms; 90 faculty, staff, and clerical offices; 2 special areas (computer assisted instruction and instructional resources); 18 support areas (such as projection booths, observation booths, and storage rooms), and a library for instructional programs and special instructional support services devised specifically for deaf students;

(2) for speech and hearing services: 14 staff, therapist, and clerical offices; 22 therapy and testing rooms; 10 special facilities (such as sound rooms and listening stations); 8 observation rooms; 4 storage rooms; 3 acoustical laboratories for calibration, maintenance, research; 1 classroom and 1 conference room;

(3) for student development purposes: 29 staff, counselor, and clerical offices; 2 seminar rooms; 2 A.V. storage rooms; and 1 testing room for student development activities including program sampling, program selection, evaluation, counseling, guidance services, and job placement.

(4) for special training programs: 6 faculty and clerical offices; 1 classroom and 1 storage room; (see residence hall for other related areas);

(5) for the purposes of research: 14 staff and clerical offices; 3 laboratories (graphics research, experimental self instruction, and statistical); 1 observation room; 1 conference room; and 1 testing room;

(6) for administration: director's office and support facilities (meeting room, projection booth, reception/waiting room, clerical pool area, and supply room);

(7) for a multi-purpose auditorium-theater: an auditorium; a rehearsal room; a costume room; a workshop, a control room, and dressing rooms and associated offices.

The residence hall with an area of 205,883 gross square feet will consist of three rectangular wings; one with two floors above ground, a second with three floors above ground, and the third with twelve floors above ground. All wings have basements. This facility is planned to accommodate a total of 747 deaf students. It will contain two each of the following: a head-resident apartment, control office, student lounge, recreation area, projects area, laundry, and baggage storage. All students will share a common area for linen exchange and dry cleaning. Living quarters will contain 359 double rooms, 29 single rooms, and 32 resident advisors' rooms. Special facilities include 16 study areas, 6 seminar rooms, and 6 training interns' offices.

The dining hall-commons will be an area of 31,300 gross square feet. It will be a rectangular building with two floors above ground and one below. This facility is intended to serve deaf students as an abbreviated NTID student union as well as a dining hall. Toward that end it will contain a lounge and mailroom. The dining area is designed for a 475 seat capacity to accommodate students, faculty, and staff of the Institute in two sittings. The remainder of the building consists of a kitchen and food preparation area, dishwashing area, receiving and loading dock, freezer and dry storage area, trash room, and dietician's office.

Throughout these facilities consideration is given to control of outside sounds, reverberation of sound inside rooms, unwanted vibration, and lighting conditions essential to successful participation by deaf students. Such control will be achieved with construction which will involve reinforced concrete, soundproofing, air conditioning, solid-core doors, and replicated walls where appropriate. These facilities are designed to provide an effective training environment for deaf students which will result in the development of personal, social, and technical skills necessary to obtain gainful employment.

During the Conference this week you will have the opportunity to use firsthand the Vistaphones which are now in use on a research and demonstration basis at NTID. During your stay it would be greatly appreciated if you would take the opportunity to use this telephone system that has great usefulness for deaf people, and give your reactions to representatives from the Stromberg-Carlson Corporation regarding its potential value and uses you may have for it in your educational and related programs.

In closing let me say that we are attempting to keep you in close touch with NTID by way of personal contacts such as this, through news releases, periodicals, by letters and most importantly through the direct communications with you concerning students from your programs who have enrolled at NTID. We welcome these close ties and encourage your counsel in order that NTID effectively meet the challenges presented by deafness. This is particularly important to us in view of the rapidly-paced society in which all of us enthusiastically participate.

REPORT OF PROGRESS, CURRENT ACTIVITIES, AND PLANS FOR THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

Augustine Gentile, Director, Office of Demographic Studies, Gallaudet College
with Sal DiFrancesca

In previous reports to this group, we have talked about the future objectives and plans for the Annual Survey of Hearing Impaired Children and Youth. As the Survey completes its second year of operations, we now can talk about some modest accomplishments. However, before we discuss the current activities of the program, a brief review of the origin and background of the project might be useful to some of you.

The Annual Survey was formally established in May, 1968 and is conducted by the Office of Demographic Studies of Gallaudet College. The operational feasibility and methodologies of the program were determined during two preceding years of pilot and developmental work in a five state area. The Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare, initiated the Annual Survey and provides most of the funding. It took root, however, from the efforts of many organizations and individuals in the field who saw through the years, a need for a central and permanent organization for the collection of statistics on deafness.

The purposes and scope of the Survey may be stated as follows: it is established as a permanent program to collect, process and disseminate date on the full range of characteristics of hearing impaired children from birth through college age in the United States. The objectives are broad enough to include the collection of data on the resources and services available to hearing impaired children and youth.

Well adhered to professional policies and principles underly the operations of the Annual Survey. To reach the entire target population, the Survey must collect data from all programs providing educational services to hearing impaired students. Each of these programs are equally important; none of them can be excluded. This office will publish statistical abstracts of the data and encourage independent institutions and individuals to use the data in meaningful research. Within limits of confidentiality, equal access to the data will be given to all interested and competent researchers.

The participating programs can be assured that all information collected from them will be kept in absolute confidence. Student identification may be established by code numbers known only to the reporting sources. Each school receives in return, data on its own students. No information permitting identification of any school or group of schools will be released for any purpose.

Accuracy and quality of all data collected are of underlying concern and importance. The program is committed to expending substantial parts of its resources in data evaluation procedures to enhance the reliability and validity of collected data and to describe any of its limitations.

Finally, but of foremost importance, policies and strategies of the Annual Survey are determined by a committee representing all areas of services to hearing impaired individuals. This committee is called the Advisory Committee to the Annual Survey of Hearing Impaired Children and Youth. Its membership has broad width and depth in technical and executive expertise. In addition, a full range of consultants are called upon for advice and direction as special situations occur. A fertile source of suggestions and comments come from discussions with teachers, audiologists, psychologists and others who work directly with hearing impaired students. To be effective the program must assist these persons in solving problems they struggle with day after day.

DATA COLLECTION ACTIVITIES

The target population of the Annual Survey is the entire population of individuals in the United States, through college age, who are hearing impaired. In consideration of the resources of the program and the different operational procedures necessary to reach the various components of the target population, this universe of students has been divided into three groups as follows:

Group A - Hearing impaired individuals who are receiving special educational services related to their hearing loss.

Group B - Individuals who have been diagnosed as being hearing impaired but who are not receiving any special educational services.

Group C - Individuals in the population who in fact are hearing impaired but whose hearing loss has not been diagnosed at a given point in time.

1968-69 SCHOOL YEAR DATA COLLECTION

During the first year, data collection activities were directed at students enrolled in educational programs for the hearing impaired (Group A). All schools for the deaf and representative sample (15 percent) of all special classes were asked to participate in the program. In addition, records on students who were receiving itinerant services were obtained in total from two states and in part from several states. In all, 25,363 individual records were collected. This represents nearly 80 percent of the total enrollment of all institutions invited to participate. The kinds of information collected and plans for publication of the data are discussed later.

Last year also, pilot studies were initiated to gather data on school age individuals identified as having a hearing loss but who are not enrolled in special educational programs (Group B). These studies, implemented in Philadelphia and Boston, are helping to crystallize the operational techniques necessary for large scale data collection on this group.

The Survey, at present, has made no operational commitments for gathering data on those individuals in the population at large who are hearing impaired but have never been so diagnosed (Group C). A review is being made of other data collection programs now planned or in progress. If the need for information on this population is being met, the Survey may defer data collection activities for this group.

During the first year of the program, an academic achievement testing program also was conducted. Over 12,000 Stanford Achievement Tests were administered. The Annual Survey supplied testing materials and scoring services free of charge to participating programs. Achievement test scores for hearing impaired students based on the results of that testing program were published and distributed in the Fall of 1969. In addition, each participating school received distribution of achievement test scores based on the performance of their own students. Specific information regarding methodologies and content of the achievement testing program can be found in the publication by the Annual Survey entitled Academic Achievement Test Performance of Hearing Impaired Students: United States, Spring 1969. Current plans regarding reliability and validity studies of the achievement testing data, future national testing programs, and additional publications of the achievement testing data are given in a later portion of this presentation.

1969-70 SCHOOL YEAR DATA COLLECTION

During the current year, the Annual Survey extended its coverage. Efforts are being made to reach students in all of the special classes for the hearing impaired as well as in all the schools. Base line data similar to that collected last year are being gathered for all new students. More detailed information and follow-up data are being collected on students for whom records were obtained during the 1968-69 school year. From best available estimates, there are approximately 44,000 students in this country receiving special educational services due to their hearing loss. Present projections are that the Annual Survey will obtain educationally relevant information on 35,000 or 85 percent of these students, by the termination of this academic year.

THE ACHIEVEMENT TESTING PROGRAM

The achievement testing program conducted by this office during the 1968-69 school year generated more interest and enthusiasm than had been anticipated. Academic achievement is no light concern for the school administrators, teachers, or anyone else involved in educational programming. They want and need valid and reliable achievement tests. These people have expressed some discontent with the present assessment and the lack of standardization procedures for their employment.

There is no doubt that some benefit can be obtained from the skillful application of achievement tests, traditionally used and designed for normal hearing students, to hearing impaired students. The Annual Survey used the Stanford Achievement Tests last year as these are the ones most frequently administered in schools and classes for the hearing impaired. The achievement testing program was not repeated this academic year as time was spent on research with the data on hand. It will be repeated in the Spring of 1971. At that time, all educational programs for the hearing impaired in the country will be invited to join the program. The Annual Survey will supply all test materials and scoring services. The programs will be asked, however, to comply with certain standardized procedures for administering the tests. It is expected that 26,000 tests will be administered to hearing impaired students. The results will be most useful for educational research and test validation purposes.

As part of any data collection methodology, resources must be expended for the development of standard measuring instruments. Therefore, an important activity this year has been the analysis of the 12,000 achievement test protocols obtained in 1969. From this analysis, some long accepted bits of armchair knowledge became empirical knowledge. Standardized administration procedures designed for this population must be developed. There is no doubt that a score a student obtains on an academic achievement test can be somewhat determined by the battery level that is given to him and the procedures used during that administration. Much variability in deciding these matters occurs from school to school. This is a confounding factor in interpreting test scores on individual students, as well as normative data. One more point needs to be made. Because these tests are reliable and valid for public school students, an acceptable reliability and validity cannot be assumed for our population. This must be empirically determined.

Two matters of emphasis emerge then for the Annual Survey. They are the development of standardized procedures for administration of achievement tests to hearing impaired students, and thorough investigation into the reliability and validity of existing achievement tests used with these students. The approach to settling these issues has been guided by consultation with the publishers of the Stanford Tests and with many testing experts both inside and outside the field of testing with the hearing impaired.

An important problem in standardizing procedures is the determination of the most appropriate battery level (e.g., Primary II, Intermediate I, etc.) to administer to a student. An extensive survey of the schools and classes indicated that many different criteria are being used. The student's age, number of years of education, estimated academic level, and his grade placement are some of them. Our data analysis indicates that the battery level should be chosen on the basis of the student's reading comprehension level.

This office is working on the development of a reading comprehension screening test to be given to the student beforehand. His score on this pre-test will be the best indicator of what test battery level he should be given. This pre-test may be given on a class basis and will require approximately 20 minutes of the teacher's time for administration. It need only be done once or at least at infrequent intervals. Later battery selections for the student can be guided by his preceding achievement test scores. The importance of standardizing battery selection criteria cannot be minimized. Lack of guidelines for the teacher to determine what battery level a student should get certainly has a depressing effect on the reliability and validity of the test results.

The communication variable in administering the test has emerged as critical. Some sub-tests of the Stanford Tests are designed to be administered by spoken or verbal directions. The test reliability problems this presents for our population needs no delineation here except to say that academic achievement tests should measure academic achievement and not one's ability to read manual signs or lip and mouth configurations. We are experimenting with possibilities of minimizing examiner and communication variables by giving the students written directions on a separate sheet or using overhead projectors to transmit these directions.

There appear to be wide differences among students in their preparedness for taking the test and in their ability to cope with the test format. We must be sure that all students equally and adequately understand how to take the test and what they are supposed to do, and are familiar with the different procedures for giving test answers. This office is now working on the development of a set of practice materials, including sample question and answer formats. These practice sets will have the effect of standardizing test orientation for all students and assure the psychometrician that the students are fully prepared for test taking.

It is believed that standardization of procedures will enhance greatly the reliability and validity of the Stanford Tests. The Annual Survey is developing these procedures and planning experiments to determine their effectiveness. Ultimately this office will obtain better academic achievement information for research purposes. The standardization guidelines and materials will be provided in time for the Spring of 1971 Achievement Testing Program. Also to be developed and distributed are teacher guides for interpreting and using achievement test scores.

Achievement Test Reliability Studies: The Survey is committed to evaluating the quality of all data it collects. Therefore, investigations of the reliability of the Stanford Test for use with hearing impaired students are now underway. Such studies have never been conducted before despite widespread use of these tests in our schools. The most effective method of test reliability determination will be used, that of test-retest reliability; i.e., administering two equivalent forms of the same test, to the same student, within a short time period. A statistical correlation of his two test results will give a good indication of the consistency, dependability, or stability of the test instrument. A comparison of the student's rank order in this group from test to test will also provide reliability information. If a great deal of fluctuation in test scores is found, and they appear to be effected significantly by factors other than the student's true academic level, then the tests should not be used in the present form. Approximately 200 students will be tested and retested for each test battery. The students will represent the various types of educational programs for the hearing impaired. The test administrators for this investigation will be trained and provided by the Annual Survey. The standardization procedures referred to above will be used. It is now felt that the mechanics of this study can be worked out, and the standardization materials developed so that the study can be conducted during the Fall of 1970.

Test validity is no less an issue than is reliability. Certainly the academic curriculae in our schools are specialized and appear to vary from school to school. Examination of the item analysis of the 12,000 test protocols obtained from hearing impaired students is laying the foundation for validity studies. More detailed plans concerning the determination of test validity will be presented at a later date.

The Annual Survey is not committed solely to the use and experimentation with the Stanford Tests. Other standard achievement tests will be evaluated and those that are most applicable will be determined. If none of the existing tests are satisfactory, this office will promote the development of achievement tests that are reliable and valid for use with students in schools and classes for the hearing impaired.

DISTRIBUTION OF DATA AND PROGRAM SERVICES

The most significant matter regarding this program is its rapidly expanding base of statistical data. The processing of this information should hold wide implications and benefits for educational and other services to the hearing impaired. Maximum use must be derived from this data. Towards this goal, the program actively encourages research and will make data available to independent investigators. Master theses, doctoral dissertations, institutional level research programs, and private studies are solicited.

The Office of Demographic Studies has already distributed a publication based on data from the Achievement Testing Program. It included achievement test scores by student age, hearing threshold level, and test battery. Use of this data appears widespread. Three more publications are in final preparation. The next one should be released in April 1970 and later ones in intervals of three weeks to a month. Distributions and cross tabulations of the following variables will be presented in two of these publications: age, sex, better ear average, age of onset, age began education, total years of education, type of educational program, size of educational facility, and additional handicapping conditions. The third publication will present the academic achievement test item analyses based on the performance of 12,000 hearing impaired students. Other publications are in lesser stages of preparation. The Annual Survey plans to produce six major publications per year, not including those done by independent researchers using Annual Survey data.

Each participating program is also to receive a computerized distribution of the characteristics of their own students. Participating programs also may obtain a set of punch cards containing the information submitted on each student. The Annual Survey Office also is available to provide consultation and other special services to a particular school or school system that is interested in gathering and processing data on their students. For the first time, a vast body of statistical information on the hearing impaired is becoming available for research and planning purposes.

Participation in the Survey has led many institutions to examine their current forms and record keeping procedures. This has led to requests that the Survey develop a uniform record form for keeping student information. Development of such a form is now underway but the work requires extensive consultation and feedback from the various types of school programs across the land. Draft copies of the form will be shown to you today. The finalized record form should be available for use on an experimental basis in the 1970-71 school year.

The initial success of the program can be measured only in terms of the levels of participation and interest expressed by many individuals. The ultimate success will be measured not in terms of the volume of data that will be collected and published, but in terms of its contributions to improving educational and other opportunities for hearing impaired children and youth. In this regard, it appears that, thanks to you, progress is being made.

MEETING THE PROBLEMS OF MULTIPLY HANDICAPPED CHILDREN IN THE NEW YORK CITY PUBLIC SCHOOLS

Dr. John D. Harrington, Principal, School for Language and Hearing Impaired
Children, New York City Board of Education

This report proposes to describe briefly the following approaches to meeting the needs of multiply handicapped children in the New York City public school system:

1. The School for Language and Hearing Impaired Children
2. A Title VI-A Program for Emotionally Disturbed Language and Hearing Impaired Children
3. A Special Rubella Pre-School Project
4. A Title III Center for Multiply Handicapped Children

1. School for Language and Hearing Impaired Children

The School for Language and Hearing Impaired Children is presently a large complex of programs for deaf, hard of hearing and "aphasic" children. With the advent of a new Bureau for Hearing Handicapped Children possibly in the fall of 1970, existing program for deaf infants, the program for deaf students in regular high schools and the city-wide program for hard of hearing children will be administered directly by the Bureau. The School for Language and Hearing Impaired Children will then consist of three school units for the education of language and hearing impaired pupils (heretofore described as "aphasic" children).

The headquarters unit is located at 78 Street and York Avenue in the borough of Manhattan. Other school units have been established in Brooklyn (100 children) and Queens (40 children) within regular elementary schools. The program at these units is essentially similar except for the fact that the 78th Street building is the location of the program for those students over fifteen years of age.

What is the nature of the pupil population? I would describe the pupils as falling into the following broad categories influenced to varying degrees by environmental, cultural, lingual (40% of the children come from Spanish speaking or bilingual homes) and individual psycho-social-emotional factors:

Categories - Language and Hearing Impaired Children

1. Children with normal or near normal peripheral hearing manifesting serious expressive language impairment related to:
   - 1.1 Central nervous system factors
   - 1.2 Developmental etiologies.
2. Children with mild, marginal, moderate and possibly even severe peripheral hearing losses who although they receive language input through the auditory channel with or without amplification have not developed language competency consistent with their age and experience. Among the several hypothetical causes for the resultant language impairment might be:
   - 2.1 central nervous system disorder
   - 2.2 limited therapeutic approaches
     - 2.2.1 late start with or inappropriate schooling
     - 2.2.2 lack of effective amplificatory support
     - 2.2.3 limited verbal experience or training
     - 2.2.4 bilingual confusion
     - 2.2.5 personal-social-environmental deprivation
   - 2.3 poor or undeveloped behavior habits
   - 2.4 receptive language dysfunction of organic origin

3. Children with severe peripheral hearing losses for whom amplification does not provide sufficient auditory input for the development of language and whose language development appears not to be commensurate with that of deaf children of comparable age and ability. The causes of this poor language development other than the hearing problem are undoubtedly multiple and, again, might include:

   3.1 central nervous system factors

   3.2 poor or deprived verbal experience

   3.3 bilingual confusion

   3.4 limited ability to attend or to control inhibitions

   3.5 organic receptive language dysfunction

   3.6 educational approaches that do not operate diagnostically

   (I would like to point out here that we believe that this latter group (Group 3) is best educated in a school or class for the deaf. Methods of teaching the deaf should be modified to meet the special needs observed in educational diagnosis. The methods used in teaching groups (1) and (2) utilize the auditory channel as limited or uneven but functional for training with or without amplification.)

It would be assumed that the following factors had been ruled out by the intake screening team: dysarthria, mental retardation (A test score below 75 is acceptable if the examiner indicates that the potential is higher since low verbal scores have depressed the results or that organicity has introduced uneven subtest scores.) and primary emotional disturbance.

The program is based upon skillful educational diagnosis by the teachers and is eclectic in methodology. After evaluating the following channels and areas of learning, the teachers plan programs using approved methods chosen from the rostrum of available approaches in each area of learning:

DIAGNOSTIC EVALUATION OF THE LANGUAGE IMPAIRED CHILD: A BASIS FOR INSTRUCTIONAL PLANNING TO MEET NEEDS

1. Review records

2. Informal observation

3. Analysis of receptive channels
   - 3.1 Auditory
     - 3.1.1 Degree of loss
     - 3.1.2 Use of amplification
     - 3.1.3 General auditory responsiveness (auditory decoding)
       - 3.1.3.1 Sounds heard
       - 3.1.3.2 Sound detection
       - 3.1.3.3 Sound discrimination
       - 3.1.3.4 Auditory vocal memory and sequence

   - 3.2 Visual
     - 3.2.1 Acuity
     - 3.2.2 Perception
     - 3.2.3 Decoding
     - 3.2.4 Visuo-motor functioning, coordination
       - 3.2.4.1 Association
       - 3.2.4.2 Sequence
     - 3.2.5 Lipreading

4. Psycho-motor evaluation
   - 4.1 Body image
   - 4.2 Spatial relationships
   - 4.3 Figure-ground
   - 4.4 Laterality
   - 4.5 Speech musculature
   - 4.6 Auditory - vocal association
   - 4.7 Use of gestures

5. Psycho-social adjustment
   - 5.1 Self-concept
   - 5.2 Responsiveness to the teacher
   - 5.3 Responsiveness to classmates
   - 5.4 Responsiveness to routines

6. Language
   - 6.1 Inner language - use of common objects
   - 6.2 Receptive language
     - 6.2.1 Response to directions, commands
       - 6.2.1.1 Verbal (words, phrases, sentences)
       - 6.2.1.2 Non-verbal (gestures, etc.)
     - 6.2.2 Response to language instruction
       - 6.2.2.1 Structured lessons
       - 6.2.2.2 Unstructured language opportunities
     - 6.2.3 Evaluation of reasons for non-responsiveness
       - 6.2.3.1 Environmental, home, family
       - 6.2.3.2 Visual input (lipreading)
       - 6.2.3.3 Auditory imperception?
       - 6.2.3.4 Emotional
       - 6.2.3.5 Intellectual (I.Q.)
   - 6.3 Expressive language
     - 6.3.1 Oral
       - 6.3.1.1 Simple imitation
       - 6.3.1.2 Naming (nouns, single words)
       - 6.3.1.3 Sentences (type, number)
     - 6.3.2 Written
       - 6.3.2.1 Pictorial, drawing, pointing
       - 6.3.2.2 Dictation, recording
       - 6.3.2.3 Original composition

Among the essentials are small classes (7), supportive supervision, a wholesome teaching-learning environment, ongoing pupil guidance and skillful, creative teachers who are relatively free, under consultation, to explore and teach diagnostically.

We would like to emphasize here that although many special methodologies might be used in the school, no single special method is emphasized or featured. A second emphasis would be to caution educators not to think of any grouping or etiological classification as homogenous. Above all, we see language and hearing impaired children as extremely heterogeneous with reference to etiology and pathology. Finally, we urge that peripheral hearing receive considerable attention in the analysis of disorders and the selection of educational therapies for language and hearing impaired children.

The School for Language and Hearing Impaired Children began operation in September, 1961, with a small core of "aphasic" classes which had been developed by Mrs. Hortense Barry. By September, 1970, 47 classes will be functioning in the three major centers providing training in communication, personal-social growth and development, and basic school learnings for 350 children who are not deaf, per se, nor hard of hearing (only), nor Strauss Syndrome brain impaired, per se. (Serious language exists as well as Strauss Syndrome factors.)

The biggest area of success is in containing and educating children that others feel are difficult to teach. Personal-social growth and development of the children is excellent and takes place at a surprising rate. Language and communication growth is noted by a majority of the parents and by the agencies who originally referred the children. School subject learning progresses at a rate that is satisfactory to most of the parents and staff, but we would not claim universal normal or near-normal levels of achievement on standardized tests. We have begun to succeed in placing graduates of the program successfully in high school programs in the City, and a recent Vocational Educational Amendments Act grant has permitted the opening of an all-day work-study program for those leaving the program at 17 or 18 who need direct assistance in obtaining and keeping meaningful adult employment.

After several months of individual therapy, group sessions were initiated. Bus transportation was provided for a three-day a week program of psycho-social development through structured group play experience of which perhaps the most outstanding was the music therapy period which was another hospital-provided service.

The project continued for a second year with some minor modifications. During this period, the nursery was open to the professional public as a sharing opportunity. In June 1968 the project, as such, was culminated, and the children were referred to appropriate educational agencies for placement. It was felt that the objective of the project had been fulfilled--to demonstrate that children with multiple impairments secondary to rubella could be educated in a creative group setting. A recent report indicates that almost all of the children have been enrolled in an appropriate educational facility.

N.Y.U. Medical Center had supplied to the project an array of psychiatric, neurological, and pediatric services in what amounted to a psycho-educational approach to early intervention and education. The "rubella" crisis had passed somewhat, but it seemed unwise to dismantle a program which had proven its value in combining professional assessment and educational programming.

Consequently, the program has now been re-oriented as a nursery for multiply-handicapped pre-school children of any etiology, and may be blended into the project which will now be briefly described in conclusion.

2. Program for Emotionally- Disturbed Language and Hearing Impaired Children (Title VI-A)

Among the youngest language and hearing impaired children in the program just described are a proportion (about 10%) who manifest a behavior or emotional reaction to their communication problems. They act out, become disinhibited or negative, withdraw or find it difficult to adjust to classroom structure and instruction. Occasionally this reaction becomes so severe that it precludes the application of educational therapies to reduce the communication barrier and in some instances necessitates the removal of the child from the language program which they need so crucially.

In September of 1969 a small pilot project set out to attempt to help ten young children with emotional disturbance secondary to a primary language impairment. The approach is simple but is based upon experience and observation of the success and failures of the past. It consisted of the following:

1. A resource teacher, one with special feeling for disturbed children and a talent for developing interior and external structure in young children. This teacher serves as a personal-social or behavior therapist for the project children on a continuing basis. She works either on a one-to-one basis or, at times, side-by-side with the child in his classroom. The resource teacher also serves as a consultant to the teachers of the classes in which the project children are enrolled.

2. Special psychological, psychiatric and social work services were purchased to make recommendations in a team approach to ameliorate the emotional problems of the children. The resource teacher implemented each indicated therapeutic regime in her own work and interpreted the regime for the classroom teachers of the project children. She served the team as a specialist in the relationship of the communications problem to the suggested therapy.

3. A longer-range plan of care will be developed towards the conclusion of the experiment and will be based upon the findings of the project experience. It is the plan to either assist the child's agency in further carrying out the program or to seek an agency which will conduct the recommended program in the future while the school continues its educational-communicational instruction.

The program, now in its seventh month, has proven quite successful. One measure, albeit subjective, is the satisfaction in the project as expressed by the professionals involved and the professionals affected--the classroom teachers. More indicative, however, is the fact that all of the ten project children, selected as high risks for potential suspension from school attendance, have been enabled to remain in the educational program of the school on a full-time basis. Anecdotal records also indicate significant growth and development in both behavior control and meaningful participation in school activities.

3. A Special "Rubella" Pre-School Project

Dr. Louis Z. Cooper of the N.Y.U. Medical Center has contributed significantly to a multi-faceted evaluation of the effects of maternal rubella upon children after the 1964=65 epidemic. Over 500 volunteer cases were studied and a comprehensive report was delivered to the public indicating a wide spectrum of findings drawn from ophthalmology, otology, psychiatry, neuro-pediology and other medical sciences.

Although placement was not an objective of the N.Y.U. Rubella Birth Defect Evaluation Project, Dr. Cooper's offices remained aware of school placement and related problems as part of their social work function. In the spring of 1967 Dr. Cooper asked the School for Language & Hearing Impaired Children to set up a nursery school at N.Y.U. Medical Center for 17 multiply-handicapped children between the ages of three and four who had suffered the effects of viral rubella and who had not been accepted by school programs because of the multiplicity of their disabilities. Their impairments were as follows:

Communication disorder	17
Visual impairment	10
Psychomotor retardation	16
Heart problem	6
Autism	3
Cerebral palsy-spasticity	6

After an intensive parent-education program children were brought to the nursery on an individual basis for one-hour sessions.

Three teachers were assigned: a trained and experienced teacher of pre-school deaf children; a (male) teacher of visually-limited children; and a teacher experienced in the teaching of children with emotional disturbances. The teachers worked simultaneously on a one-to-one basis; they continued to work with the same children so that they would come to know them thoroughly. Through dialogue, showing, doing, and inter-disciplinary exchange, the teachers trained, inspired and motivated each other. They were ably assisted by aides and other assigned hospital specialists. The aides contributed significantly in the complex processes of toilet training and teaching the children how to eat and in parent instruction related to these crucial areas.

It took months before the children began to respond to this structured environment. Attention was given to manipulation of materials, physical therapy, eye-hand coordination, auditory training games, inner language, gesture, self-control, eye contact and vocalization. Where appropriate, hearing aids and special glasses were provided in the plan to make the children more aware of the world and themselves. Where needed, medical and surgical services were supplied.

4. Center for Multiple-Handicapped Children (Title III)

The New York City Board of Education has an array of bureaus conducting programs for handicapped children of all exceptionalities. Each bureau not only meets the needs of a primary disability but in many cases also meets the problems of double handicaps. Thus, the Bureau for Visually Handicapped Children conducts programs for blind, visually-limited, retarded-blind and blind-emotionally disturbed children; and the School for the Deaf (JHS-47-M) conducts a program for retarded-deaf children and is currently conducting an excellent experimental Title VI project for atypical deaf children.

Nevertheless, until we special educators "broaden our categories" somewhat, some children simply do not seem to fit into the programs that have been established.

To overcome this phenomenon the Office of Special Education and Pupil Personnel Services of the New York City Board of Education established a Multiple-Handicapped Committee composed of a number of related disciplines and programs. This Committee has been hearing "cases" for several years now, and has been making recommendations and arrangements for the trial placement of multiply handicapped children either in an existing facility or in an experimental pre-placement setting with special provisions to help assure success towards meaningful school participation. From these preliminary activities and experiences, a larger plan has evolved and has been funded as a Title III project under the Elementary and Secondary Education Act.

A Center for Multiple Handicapped Children, to be located at 100 East 107th Street, New York, New York, will have a staff of teachers, clinical and medical personnel as well as para-professionals and will offer an optimal educational program and coordinated supportive services to severely handicapped children from pre-kindergarten through older levels.

The Center will be able to handle 128 multiple-handicapped children for whom there is no single suitable educational program within existing or planned special educational facilities or for whom the primary educational needs is not clearly determinable. Children of all levels of intelligence will be acceptable.

Included in the plan are: intensive service classes, permanent placement classes, intensive individualized remediation, rehabilitation services, and prescriptive teaching.

As it approaches its opening in September of 1970, it is satisfying to realize the multiplicity of problems and obstacles that have been overcome in the planning and initiation of this Center, and it is a source of inspiration to reflect upon the number, variety and complexity of social, educational, health, rehabilitative, clinical, parent and community organizations that have blended their efforts in the accomplishment of this important pioneer endeavor.

I am honored by and grateful for the opportunity you have afforded me to report to you on the development of programs to meet the needs of multiply handicapped children in the City of New York.

Thank you.

THE MODIFICATION OF SPEECH BEHAVIOR IN THE SPEECH OF THE DEAF

Dr. Anthony Holbrook and Gladys H. Crawford, Florida State University, Tallahassee

This afternoon we should like to tell you about the development of a system of teaching machines designed to modify certain aspects of speech behavior. Initially our goal was to modify vocal frequency and intensity in connected speech; so we called the apparatus FLORIDA which was an acronym for Frequency Lowering or Raising Intensity Determining Apparatus. In this instance the name actually described the function of the apparatus rather well, for the machine did indeed raise or lower vocal frequency while controlling excessive intensity. As we came to understand the potential of speech teaching machines better, we found that we could manipulate other characteristics of speech behavior. For example, our second machine controlled hypernasality in connected speech. The next step was to turn our attention to the control of speech sound production. To accomplish this task, we made the apparatus selectively sensitive to the frequency regions of energy that determine specific speech sounds.

The FLORIDA system of speech teaching machines has been designed to operate within the framework of an operant conditioning paradigm. Fundamentally, it may be said that our behavior is governed by its consequences. Operants, or acts, which are reinforced tend to occur more frequently. Operants which are not reinforced tend to decrease in frequency. One of the problems that we face in attempting to apply the principles of reinforcement of speech behavior in the flow of connected speech is that it is difficult to reinforce a specific vocal operant without interrupting the ongoing nature of speech. Additionally, behavior is modified most rapidly when reinforcement is associated immediately with the behavior which is being modified. Obviously, to achieve rapid change in vocal behavior, our apparatus had to have the capability of detecting a specific vocal behavior in the context of connected speech and to immediately reinforce that behavior.

Our first machine, described by Holbrook and Meador (1969) controlled vocal frequency and intensity in connected speech. Essentially, this machine consisted of a microphone, an amplifier, a variable electronic filter, and a voice actuated relay which operated a white light and a stop clock. If the variable electronic filter were adjusted to pass a band of frequencies appropriate to the age and sex of the subject, the fundamental vocal frequency energy could pass through the filter and activate the relay. The relay, in turn, presented a white light within the subject's periphery of vision signalling him that he was on target. Simultaneous with the light, the electric stop-clock was energized. Thus the experimenter was able to determine and record the duration of on-target responses per trial period. The white light was paired with social reinforcement; so it was an effective reinforcer. In the event that the subject spoke too loudly, the unfiltered speech energy activated a second relay that turned on a red light in the subject's periphery of vision and turned off the white light and stop clock. Consequently, the apparatus was capable of reinforcing appropriate fundamental vocal frequency while controlling excessive intensity. Roll (1968) used this device to modify vocal frequency with young normally speaking adults. Her subjects were required to change their modal fundamental vocal frequency from a normal level to an abnormal level. For example a male subject with a habitual fundamental vocal frequency of 125 Hz was modified to 175 Hz during the experimental period. A female subject with a fundamental vocal frequency of 215 Hz prior to the experiment was modified during the experimental period to 175 Hz. Since the vocal frequencies to which these subjects were conditioned were not reinforced socially all of the subjects returned to normal voice usage following the experimental manipulation. Individuals with functional voice disorders were studied next by Roll (1969) in an effort to modify their vocal frequency toward more appropriate levels. In one instance a young male subject had a habitual fundamental vocal frequency of 210 Hz. At the end of the experimental period he was speaking at the modal value of 110 Hz. A followup measurement was made 8 months after the experimental period, and this subject was maintaining a fundamental frequency mode of 130 Hz. Of more immediate interest is the application of this apparatus and methodology to the speech of the deaf.

During the summer of 1968, we studied the modification of vocal frequency and intensity in the speech of the deaf. In this study four adult deaf subjects, three female and one male, were conditioned from abnormal to normal vocal frequency levels. During a seven week experimental period the male subject was modified from a very high level of 260 Hz down to a very appropriate 130 Hz. One of the female subjects started the experiment with a fundamental vocal frequency mode of 470 Hz. This level was conditioned to a new level of 210 Hz during the relatively brief experimental period. The other two female subjects were modified from 300 Hz down to 225 Hz. Three months after the experimental training period, the subjects were studied to determine what changes, if any, had transpired following the training period. Two of the subjects had maintained their conditioned pitch level, and two of the subjects had returned to levels about mid-way between their pre-experimental and their conditioned pitch level. It seems evident that when precise contingency management is applied to vocal operants, rapid and extensive behavioral change may be accomplished.

The success of these experiments stimulated an interest in studying the conditionability of hyper-nasal speech responses. In order to accomplish the goal of modification of nasal responses, a transducer was developed that could detect hyper-nasal emissions of both the voiced and voiceless type. The function of this apparatus was similar to that which controlled the fundamental vocal frequency. That is, a white light was presented contingent upon oral and de-nasal responses, while a red light indicated punishment as time out from reinforcement for hyper-nasal emissions. Thus the subjects were aware that positive reinforcement was available only when the white light was activated. A microphone was used to activate the target relay which led to positive reinforcement (the white light). A transducer was taped to the subject's nose. Upon nasal emissions, the transducer activated the punishment circuit (the red light). The nasal transducer was nothing more than a phonograph cartridge with a weighted needle. Obviously when the tissues of the nose were set into vibration, as a result of nasal resonance, the inertia of the phonograph needle caused a voltage to be developed within the phonograph cartridge which was then amplified and thus closed the punishment relay.

During the summer of 1969 three adult deaf female subjects were selected for experimentation on the basis of obvious hyper-nasality in connected speech. The subjects were instructed to read an experimental passage which contained no nasal sounds. During the baseline trials, two stop clocks were used in the system to accumulate the responses made by the subject. One stop clock accumulated the duration of oral and non nasal responses during a three minute trial period. The other stop clock accumulated the duration of hyper-nasal responses which were made by the subjects. As before, activation of the hypernasal clock de-activated the oral clock. In function, normally non-nasal speech would not trigger the nasal clock to any significant degree. However, hyper-nasal responses would cause the nasal clock to run as long as the subject maintained hyper-nasal resonance. Following the baseline trials in which the subject was unaware of his performance, the conditioning trials were started. At this time, the subject was told that a white light meant that he was performing well. On the other hand, a red light meant that he was doing something wrong. He should try to keep the red light off and the white light on. No other instructions were given the subject. The conditioning trials were then started with the result that subject #1 whose oral and nasal durations each averaged 48 seconds per trial during baseline trials, increased her oral durations per trial to an average of over 90 seconds while her nasal durations dropped to an average of 4 seconds per trial. Following stabilization of the conditioned response, extinction trials were instated. To accomplish this, one day the lights went off, and the subject was given no instructions other than to continue reading and to try to keep the white light on and the red light off. Of course neither light was available to the subject. During these extinction trials, none of the subjects extinguished the conditioned behavior. Evidently the oral and non-nasal speech behavior was preferred by them since extinction of this behavior did not occur.

In order to demonstrate that the subjects were under control of the lights and had not changed their behavior as a simple function of time, reversal trials were instated. In this experimental condition, the lights were switched so that the red light was presented contingent upon oral and non-nasal responses, and the white light was presented upon hypernasal responses. For subject #1, there was an almost immediate return to hypernasal speech and approximately at the baseline levels. As soon as it was apparent that the subject had returned to hypernasal speech, a second extinction period was instituted. Subject #1 promptly returned to the conditioned response of a high percentage of her time spent in oral responses. It seems apparent that the subject found that the oral responses were favorable to the hypernasal responses, and, as a consequence, the subject was maintaining this pattern of speech. A minor difficulty was experienced with subject #2 when the reversal trials were attempted. This subject had initially a very difficult time in her attempts to keep the white light on and the red light off. When she had achieved a high rate of oral responses with concommittant low duration of nasal responses, the reversal of the lights proved to be somewhat upsetting for her. She resisted the reversal trials and maintained her essentially oral behavior. As the reversal trials continued she became quite upset, and, as a consequence, the lights were returned to their proper relationships. Although this subject could not verbalize the contingencies of the experiment, she was well aware that something was wrong when the reversal trials were attempted. Since she had been doing so well in maintaining the durations of the white light with her oral responses, she was very discouraged when the red light reappeared during the reversal trials. Sometimes social motivation of human subjects stands in the way of completing a particular experimental procedure. The goal of conditioning oral and denasal responses in deaf subjects had nevertheless been achieved. During the experiment reported above two basic problems became apparent. The nasal transducer while very effectively detecting nasal resonance was insensitive to voiceless nasal emission. Additionally, it became apparent that the oral transducer should be insensitive to nasal emissions whether they be voiced or voiceless. As a consequence, the transducers were modified in the following fashion. Two transducers were assigned to the nose, one to detect tissue vibration, and one to detect nasal air flow. A third transducer was designed to pick up oral emissions, but it was insensitive to all nasal emissions. Additionally, a third channel was added to the relay apparatus so that measurements could be derived from all three transducers. This modified apparatus, therefore, has three channels. Channel 1 receives only oral responses and signals the subject of this contingency.

Channel two detects nasal air flow and signals the subject of this contingency. Channel three detects nasal tissue vibration caused by voiced nasal sounds and signals the subject of this contingency. Activation of either channel two or three de-activates channel one so that the subject cannot receive positive reinforcement whenever he is emitting voiceless or voiced nasal sounds. Obviously, oral responses in the absence of any nasal emissions lead to positive reinforcement for the subject. The transducers are of considerable interest, because they enable the investigator to determine not only the type of hypernasality present but the relative extent of this hypernasality as compared with purely oral responses. Obviously stop clocks can be activated by all three channels for automatic data accumulation. All three transducers are variations of the nasal transducer mentioned in the paragraphs above. That is the oral transducer is nothing more than a small strip of aluminum foil which has been attached to the needle of a phonograph cartridge. The cartridge and the foil strip have been encapsulated within a three-eigths of an inch diameter tube which is open at one end. A small orifice has been cut in the tube immediately above the aluminum strip. Any emission from the mouth, be it voice or voiceless, causes the aluminum strip to move thereby activating the phonograph cartridge. Immediately above the oral transducer is a nasal transducer of identical construction. The nasal transducer has a small orifice that is placed directly beneath the anterior nares. Air flow from the nares is sufficient to move the aluminum paddle which generates voltage in the attached phonograph cartridge. Nasal emissions do not excite the oral transducer since the air flow is vented laterally by the tubing encapsulating the nasal transducer. The oral transducer is similarly vented. This arrangement allows for independent measures of oral and nasal emissions. The third transducer is attached directly to the nose by means of adhesive tape. By this means all three characteristics, that is nasal resonance, nasal air flow and oral emissions can be measured independently, and the subject's behavior controlled by appropriate application of reinforcement principles.

Following the successful manipulation of the vocal behaviors described above, it became apparent that the same methodology and apparatus could be applied to specific speech sound production. Originally the fundamental vocal frequency controller employed a variable electronic filter to pass the appropriate band of frequencies which led to positive reinforcement. It was felt that the same principle could be applied to specific speech sounds wherein several filters could be used to detect specific speech sound formants. Detection of the formant energy of a specific sound could lead then to closure of the corresponding relays which would lead to reinforcement for the subject. After several attempts to accomplish this goal, it became apparent that the overlapping spectra of speech sounds would cause the machine to become somewhat confused. As a matter of fact, it tended to reinforce several sounds rather than any one particular sound.

A partial remedy to this problem has been the use of overload filters and their associated relays. As before, energy lying outside of the areas of acceptability would go through the overload filters, and the closure of the overload relays would disconnect or de-activate the target relays. The subject was thereby signalled that he had made the wrong sound by the presence of a red light contingent upon activation of the overload filters. This latter device is called a phoneme reinforcer, for its job is precisely that. It is designed to reinforce specific speech sounds and to reject all others. The machine functions in the following fashion. There are three channels. Channels one and two are called the target channels. Channel number one is designed to reinforce Formant One energy, and channel two is designed to reinforce Formant Two energy. The pass bands of the energy of Formants One and Two are controlled by variable electronic filters. Channel three is the rejection channel and is controlled by one or more electronic filters. Initially, the area of acceptance of the Formant One filter may be very wide. In the event that speech sound energy passes through the Formant One filter reinforcement will be available to the subject. The target frequency can be varied at will and eventually can be narrowed to a point wherein only a specific sound would activate the relay. At this point the machine can be adjusted so that both channels one and two must be activated prior to the presentation of reinforcement to the subject. Once again, the target frequency can be very broad for the second channel. As the subject gains proficiency in closing the relays of channels one and two the targets can be narrowed until only one sound will trigger the two relays. To prevent overlapping spectra from closing channels one and two, the filters of channel three may be adjusted to lock out the target channels when energy falls in the rejection channel. In this fashion the speech sound production can be made very accurate indeed.

The phoneme reinforcer is currently being used to shape speech responses of deaf children, age three-to-five years. In order to accomplish this, the children are given training trials of approximately thirty seconds duration with four trials conducted daily. The on-target durations of each trial are recorded to show the behavioral change. Initially the children received positive reinforcement in the form of toys and food from a universal feeder contingent upon any vocalization. To accomplish this the target filters were set to accept any voicing. As a consequence during the trial periods the children very rapidly have learned to vocalize in order to receive reward from the feeder. Initially any vocal effort was rewarded with the exception of shouting behavior. As before, shouting behavior activated the rejection circuit which stopped the feeder and turned on a red light to let the child know that he was making a mistake. Once the children learn that vocalization is rewarded and that shouting is punished it will be possible to begin to move the filters up the speech spectrum to require more precise vocal behavior. In the event that the children's pitch level is either too high or too low for their age and sex the first contingency would be to move the filters gradually to the more appropriate frequency region. In order to gain reinforcement the children would have to modify their fundamental vocal frequency just as the adult subjects have previously. The next part of the experiment is planned but no subject has reached this stage at the moment. Our plans call for us to move the variable electronic filters up to pass a band of frequencies appropriate to the Formant One frequencies of several vowels. Over a period of time the filters will be narrowed until only a small number of sounds will activate the relays. At this time, the second channel will be brought into play, and the frequencies appropriate to Formant Two will provide the target region for the second channel. Here again the frequency regions will be wide initially and then gradually narrowed as the trials continue. Channel three, the rejection channel, will be employed to pass frequency regions of energy of sounds which have energy outside of the target sounds. In this fashion the child will be shaped eventually to produce a specific sound in order to achieve reinforcement. The final step in the experiment will be to move the filters gradually from the specific sound achieved to other sounds in sequence.

Speech-analyzing aids for the deaf have been in existence since Alexander Graham Bell conceived the speech-analyzing telephone in 1866. These aids require the deaf subject to analyze some form of pattern and then create a like pattern. In the apparatus described today, the analysis is made by the machine, and the deaf individual must modify his behavior to gain reinforcement. This equipment was developed to supplement the skill of the teacher and to make the teaching of speech to the deaf more efficient.

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RESEARCH ON VOCATIONAL DEVELOPMENT: THE IMPLICATIONS FOR SCHOOLS FOR THE DEAF

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The focus of this paper is on practical suggestions that may be helpful to schools for the deaf in their programs of vocational training, counseling, evaluation, and placement. Some of the suggestions develop from the specific results of research, others are related to our view of the process of vocational development. In many ways this process has parallels to others. Marriage, the selection of a mate and the adjustments that must be made in order to continue a good marital relationship, offers such a parallel.

Entering an occupation is like entering a marriage. The choice of a specific marriage partner or a specific job seems to be somewhat accidental. While there are more than one job or partners that might have been selected, there are usually some important similarities among the potential jobs or mates that separate these groups from the rest of the objectively available pool of jobs or partners. Some available people or jobs are never even considered by the person seeking a carreer or a marriage. These special features that are common to the jobs or marriage partners that are good choices may be very visible. For a marriage partner it may be appearance, social status, or religion. For a job choice it may be pay, hours, or benefits. These features that the person needs or wants from a mate or a job are greatly influenced by community standards and the expectations of friends or family. What a person seeks usually represents what he feels will satisfy his needs. However, sometimes occupations or marriage partners are chosen for what they do not have. In these cases selection is based on safety. People sometimes select jobs or mates that won't be too demanding or threatening. The choice of a safer though obviously lesser position rather than one that has greater potential for satisfaction is usually made by individuals that have strong doubts as to their competance.

In addition to the nonaccidental aspects of choosing a carreer or a mate, we must consider the features that are related to occupational and marital adjustment.

Adjustment to a job and a marriage depends on a somewhat different set of need satisfiers. In addition to pay, hours, and benefits, the social factors, the personal rewards from the work, its intrinsic interests, and the degree of acceptable stress become important features to consider. In marriage it's the adjustment to daily routines, raising a family and the development of a postromantic relationship between the marriage partners. Some of the capacities that are needed in the later adjustment are really developed after the start of the marriage or job. If the potential for making the adjustment isn't there, then you have a short-term marriage or job, or dissatisfied workers or partners who stay because they don't see anything better.

Assessment of the potential of either marriage or work includes: an evaulation of the person's short term and long term needs; his capacity to meet the demands for entering into a relationship; his capacity to adjust to the environmental and social stresses of the situation; and his available store of information about what he can get from, and what is required by others in this type of relationship. Preparation for marriage usually involves growing up in a family, general socializing in mixed groups, dating and engagements. Preparation for work includes general work skills and capacities developed in the regular school, special vocational training courses and probationary employment. At this point the comparison between marriage and work may seem overplayed, but my clinical experience and research in vocational development make this comparison very real. Some of the needs, demands and capacities involved in these diverse areas of functioning are identical.

For the past nine years members of our department have engaged in vocationally related research. This research has been carried out in three federally supported projects. The first dealt with the status and adjustment of deaf women, graduates of the Lexington School. The second evaulated the patterns of vocational development of deaf adolescents at four larger schools for the deaf in the Northeastern part of the country. The third was the development of measures of prevocational adjustment which involved a number of schools in the Eastern part of the United States. At present we are seeking to continue our work in the vocational development of the deaf.

In the course of our work we have had almost unbelievable cooperation from agencies, schools for the deaf, and over 1200 deaf adults and adolescents. The formal and informal insight that we have gained may be helpful in continuing the work of preparing the deaf students as adequately as possible to enter the occupational world.

During the preparation for all of the studies, and especially during the last project, we have been concerned with the development of measures of assessment, interview forms, rating scales, new tests, and modification of old tests. Some of our reactions and results may be of interest.

Initially we felt that "simple" adaptations of procedures used in counseling or vocational research with other groups would be adequate. However, this was not the case. Deaf subjects as a group did not appear to respond to many of the standardized tests with patterns that could be compared to the normative groups. Much of the difficulty appears to be related to language and cultural factors. Two examples will serve to illustrate this. In one study we attempted to evaluate personal attitudes, modifying a relatively popular measure for this purpose. The language requirement of the task was that the student understand the idea of opposites and that he know 27 words which were on or below a third grade leve. To insure valid results a pretest was given, and only those students who demonstrated their knowledge of the words and the concepts of opposites were given the test. Before using the test scores we took the precaution of finding out if the group of over 200 students were responding to the task in a similar manner to the many diverse groups that had previously taken it. We found that, based on a preliminary statistical evaluation, our deaf students seemed to be dealing with the task differently. We could not consider this test as a valid measure of deaf adolescent attitudes, and it was dropped. Minimal language requirements can result in making some tests invalid. This is true even if an attempt has been made to simplify language and one sees that the student understands and carries out the test directions.

In addition to language difficulties which may invalidate results of deaf students, the difference in the cultural backgrounds, residential placement and subcultural norms may effect the results obtained on "non-verbal" tests. When we evaluated the results obtained by 600 deaf adolescents on one general vocational picture interest test, it was apparent that our group deviated so much from the standardisation group that we could make no valid comparisons between a deaf individual's score and those of the general standardization group. We were fortunate to have a large enough group to create our own norms. The individual counselor using this test would be forced to make an inappropriate comparison between his deaf client's score and hearing norms. At times neither the words, the language, nor the picture used convey the same meaning to deaf subjects.

These experiences, together with our evaluation of the materials available for vocational assessment, has led us to certain conclusions. The use of almost all interest and aptitude tests is questionable. While some general performance tests of intelligence and clerical and manual dexterity are appropriate for deaf students and adults, they are of limited value. In the first place most studies, including our own, indicate a rather small relationship between these tests and worker productivity. For special occupations, special tests are useful. As general screening tools they are not effective. Secondly, many of the important aspects of functioning on a job are not evaluated by these tests. These important aspects have to do with the person's ability to get along with fellow workers, bosses and others, the ability to withstand the stress of boring routines, the ability to do detailed or complex work. These aspects, as well as the student's ability to produce a particular product, must be evaluated. These aspects of functioning cannot be measured through a series of paper and pencil tests or some manipulative short term tasks at the present time. Direct periodic observations and ratings in simulated and structured work situations (where the student's performance in terms of output and his ability to handle stress can be measured) seem the most meaningful way of assessing his work potential. This is a more long term program of assessment, but it will be more useful in placement and referral for counseling.

This program would be most useful for those who are at least marginal. This assessment will not be useful for those students who present us with special problems; those who are retarded in intelligence, who have no communication skills, or who are extremely emotionally disturbed. These may need some formal protected work environment or special help.

Communication skills are crucial in most work situations. Better skills lead to better jobs, more pay, more knowledge of the vocational world, and greater adaptability at work. Every study we have done supports this. By communication skills I mean any technique that gets information to others or from others - lipreading, speaking, writing, gesturing, or various combinations thereof - are the most appropriate means of communication. Manual communication is only appropriate for special situations since most deaf people must work with hearing people. There are many instances where a hearing co-worker learns finger spelling and some signs, but this is still atypical. Some deaf people with poor communication skills depend on relatives or friends to act as intermediaries, but they sometimes pay a heavy price in many ways for this dependence on others. What must be continued along with vocational coursework is practice in communication. This can be a more practical course for those who are not academic students. We must continue to focus the student efforts on trying to understand and to make himself understood by others.

For the emotionally disturbed student, we have the obligation of identifying him as early as possible and obtaining whatever special services we can for him and his family. There is a related point here which must be clarified. The families of many of our students are usually in contact with the schools when the child is younger. If the families themselves are unusually motivated, contacts between the school and parents will continue throughout his schooling. For the most part we do not see or have contact with the family after the child is 8 years old. The family assumes that the school will take care of the child's development. In the course of our study we had the opportunity of visiting the parents of 100 deaf adolescents. On many occasions, after the formal interview was completed, the parents would discuss the problems they were having with their hearing adolescents. It became obvious that the parents felt a greater responsibility for their hearing child's development than they did for that of their deaf child. Regardless of the reasons for this attitude, the reality is that after the deaf child, especially ones with limited communication skills, finishes school, his parents usually have greater responsibilities. Many of these families are poorly prepared to undertake this role. The family must find the jobs, talk to the employers, develop the social life of the special deaf child. It is therefore important to start a process of family involvement in the special deaf child's plans and activities while he is still in school. This type of program could be started during the student's last two years at school and may have to include home visits. In that period of time we might be able to shape a realistic plan with the student and his family. One of the essential elements of a counseling program would be to improve techniques of communication between these students and their families.

In addition to the emotionally distrubed student for whom special services must be sought, we have retarded students who form the most difficult group to prepare. There has been no mention made of children with other physical handicaps because they do not form themselves into a special group vocationally. Many of these students are able to compensate well enough to be considered as adequately functioning students. The retarded group is the one group for which I have no specific suggestions.

Previously I indicated that the individual's needs and preferences shape his selection of a job. These personal requirements are shaped by the information that the person has about what others want and expect and what is available to him in the vocational world. Our deaf students have less information available to them about the general world of work, the social aspects of the work situation, and the potentials of carreers than do their hearing counterparts. Vocational coursework adds only to the specific knowledge of a job, but not to general vocational knowledge. The academic student who has never taken a course usually has much more useful vocational information than the vocational student. In addition, the kind of information about vocations which mostly comes through the informal "school grapevine" is sometimes wrong and often leads to the deaf student classifying himself a "deaf worker" before the age of thirteen. In order to give more valid, less stereotyped and more useful information, the schools can make certain modifications to existing programs. Deaf children should be exposed, through a series of informal visits - at least a few days in length - to deaf adults who hold nonstereotyped employment. In a rather informal way, through talks with small groups or individuals, the deaf adults could give a picture of the problems and possibilities for the deaf that may be broader than the ones most deaf students hold. Specific important pieces of information about work-entry procedures, training for jobs, and even deductions from wages, could be presented in teen magazines in comic book form or on captioned films to make the material more interesting, or in small group discussions which would include role playing and other group work techniques. Within the informal school grapevine there are students who act as "gatekeepers". They pass information around to the different subgroups in the school. Identifying these students and offering information or experience that would be useful may lead to quick dissemination of relevant pieces of information.

The information that the student holds about himself strongly affects his needs and preferences. We are all aware of the necessity for exploration of individual interests and capacities, and for the development of a sense of independence and responsibility on the part of the students in our charge. At times the protection we offer leads to an overdependence on school personnel. At times our responsibility to the safety and security of the student body leads to the inhibition of individual needs. Since each school has somewhat different structures and requirements, no general suggestions can be offered that would maximize individual exploration, independence and responsibility.

The two main questions that I have addressed myself to are: How can we identify and assist students with potentially severe vocational problems? What can we do to maximize the capacities of the majority of our students? Our research as well as that of others demonstrates that in general the schools do an effective job. Most deaf adults are productive and competent workers. They seem satisfied with their work and appear to be satisfactory to their employers. With the changes in our economy which lead to changes in the requirements for workers, we cannot afford to continue our current training programs without constant reexamination of our goals. There are also the groups of students who we have not been able to adequately prepare for whom we must develop new programs. Here too, the parallel with marriage continues. The structure of the marital relationship has been in a process of change, and we still are seeking new ways to assist poor marriages.

This presentation can be considered as an interim report. Until now the research has been directed at surveying vocational development and evaluating the relationship between factors effecting this development. We still need further lognitudinal studies as well as experimental programs to be able to clearly evaluate the effectiveness of any of these new ideas. Research of such a broad nature takes time, and I am therefore offering these suggestions which I hope will be of service until such time as we have clearly demonstrated the utility of programs which will increase the effectiveness of the vocational preparation offered our deaf students.

THE EDUCATION OF THE CHILD WITH SPECIAL LEARNING DISABILITIES

Dr. Lillian C.R. Restaino, Lexington School for the Deaf, New York

Within recent years, there has been a conspicuous change in the expectations of educators for the pupils in their charge. In the past, when a child did not master the elements of learning as presented by his teacher, she perceived the source of failure as residing within him. Today, the movement in education is towards the recognition that failure resides not with the child, but with the basic nature of the instruction to which he is being exposed. Educators are accepting full responsibility for the modification of the instructional process to meet the widening range of differences in current school populations. Certainly, there have been many gifted teachers in the past who attempted to meet the very specific needs of their children through fundamental change in their programs; what makes the current movement unique is that it is reflected in the thinking of educators at all levels in the hierarchy of the schools. It is not only reflected in the hierarchies of special education, but in those of general education as well. Perhaps the most exciting expression of such change is that of our U. S. Commissioner of Education, **James** Allan, in his directive to educators to extend the right to read to all children.

Again, the shibboleths may sound familiar; what is genuinely different, I think, is the active determination on the part of those expressing them to make them a reality.

There are many implications in such goals for the education of the deaf; I wish to address myself to two of them. First, we are all aware of the clearly widening range of differences in the children who are presenting themselves in our schools today. Medical science and the liberalizing of admission policies have increased the number of children who simply do not fulfill the description of the "typically deaf" child. The programs that were developed to instruct this "typically deaf" child in the past are not reaching the same level of success with many of our deaf children today.

Second, while we are increasing the numbers of children who do not fit the model for our current educational procedures, we are increasing the demands upon our teachers for success in instruction with their children. In other words, we are raising our level of expectation for success in instruction while we are presenting teachers with children who have more severe learning problems. The paradox in such a situation has not escaped many administrators; certainly, it has not escaped their teachers. We must be candid and acknowledge the fact that failure is the only possible outcome of such a situation, unless there is a dramatic change in our approach to teaching. It is my firm belief that what is needed are new ways of describing our children, new ways of defining what we teach them and new ways to evaluate our success with them.

In describing our children, we must select measures that are both sensitive to differences *and* relevant to education; in defining the content of instruction, we must analyze the global levels at which we have been functioning into their hierarchical elements. Evaluation will then become a question of the articulation of these two procedures--a test-train sequence in which we diagnose a difficulty and with procedures specific to this difficulty train towards its remediation.

In the on-going CREED projects, i.e., the projects sponsored by the Cooperative Research Endeavors for the Education of the Deaf, an organization through which schools for the deaf in New York State share government funds for projects of mutual interest, we have directed our attention to such attempts at intervention. In what can best be described as intensive and extensive pilot studies, because of the short time periods in which they were executed, we have attempted to provide teachers with new ways of looking at their children and new ways of attacking their deficiencies. The overall goal of the CREED projects to date was the development of curriculum materials that would help the teacher meet the needs of the deaf child with special learning disabilities--from the very youngest ages. In order to move towards such a goal, it was understood that a consistent description of the "special child" must be established before activities could be prescribed.

The initial goal of the first CREED projects was, therefore, the description of children being designated by school personnel as those with special learning disabilities. CREED 1 indicated that there were consistent disabilities within the group so designated; however, these results were limited by the restriction of the sample to special deaf children and by the nature of the tests selected. The objectives set for the CREED 3 project was the development of a test battery appropriate for deaf children that would describe the special deaf child; however, it was decided that *all* deaf children, those designated as *Special* and those designated as *Typical*, would be tested in order to have a basis for comparison of performance. In other words, we can not describe the disabilities of the special deaf child without using the typical deaf child as the basis for comparison.

As for the decision to develop a test battery specifically for administration to deaf children, we are all aware that there are a number of readily available tests for describing areas of special learning disabilities; we have studied them. Some of them are even appropriate for use, with modification, with the deaf child. They have serious restrictions on their use, however; they are basically irrelevant to the needs of the teacher. They are neurological or psychological in approach, and are not translated by their creators into educational constructs. The provision for the teacher to relate test results into instructional techniques for remediation are, in most cases, negligible. In other words, the experts who devise diagnostic tests and the experts who devise remediation procedures seldom communicate with one another, as the lack of coincidence between their respective work bears witness. Such a dichotomization of testing and training procedures plays havoc with the situation confronting the teacher. Thus, I entered upon the CREED project very much aware of the urgent need for articulation between diagnostic testing-remediation procedures.

The CREED 3 section of the on-going CREED project was, then, devoted to the diagnostic testing aspect of this test-train sequence. Because we had selected as our major objective the eventual articulation of test data with remediation procedures, we were determined to keep the information from our tests relevant and useful. Towards this end my associate, Penny Socher, and I consulted with the teachers and supervisors of the children to be tested in the schools for the deaf in New York State. We considered with them the educational goals they sought for their children and the information they needed to know about the children to move towards these goals. On the basis of these consultations, we selected and devised instruments that we assumed could measure the aspects of behavior suggested by the teachers. The areas of behavior covered included gross-motor coordination, including coordination of limbs and large musculatore; sensory-motor integration, including manipulation and visual motor skills; visual analysis, including different levels of complexity of visual discrimination; attention and memory, including focusing of attention and short-term memory; and conceptualization, including association and concept formation.

Of course, the teacher is capable of obtaining basic information about the status of her children in many of these areas. It was our determination to further analyze each area into underlying elements so that she could determine that point of deficiency upon which to concentrate. In addition, we fit these elements into a developmental sequence, Piagetian in view, so that the teacher would be provided with some idea of the precedents for various skills. In other words, we were attempting to impose a system upon the global definitions of deficiencies currently offered to the teacher. It is our belief that such global definitions have resulted in global attempts at remediation--and neither have met with a great deal of success.

In addition to consulting with teachers about the content of the tests, they were requested to administer the tests to their children.

In order to obtain uniformity of administration and a decrease in the incidence of bias, teachers participated in training workshops in which they were instructed in the administration of the test battery. I perceive this aspect of the project as perhaps of equal value as the results of the testing. The active involvement of the teachers in the test administration not only provided us with the opportunity to test larger numbers of children, but more importantly, it gave the teacher the opportunity to watch her child perform on tests very different from those she usually uses. The observations of their children during the testing situation provided the teachers with invaluable information that they would not have otherwise obtained. From our experiences with this aspect of CREED 3, we have become very strong adherents of teacher-administration of individual tests, not only for the value to the teacher, but also for the value to the test constructor. We obtained from the teachers a number of suggestions for critical changes in the test battery.

The CREED 3 Test Battery was administered individually to all children between the ages of three and nine in twelve schools for the deaf in New York State. In all, 960 children were tested. The results of the testing were most gratifying. In brief summary, the major findings were:

1. Children who were designated as those with special learning problems were significantly poorer in performance than those termed typical.

2. Children in both special and typical groups increased in score with age; special children increased at a slower rate than did the typical children. This may be an indication of a cumulative deficit in learning.

3. When both groups of children were combined and divided on the basis of ratings of affective behavior, there were fewer significant differences in performance between those reflecting emotional problems and those not. In other words, school personnel perceived the child who manifests emotional problems as different from the one whom he has termed a child with learning disabilities. At the three-year-old level, this difference was less clear; i.e., children with "emotional problems" and "special learning problems" performed equally as poor in relation to their age peers not so designated. It may be that the academic demands on the three-year-old are less clear, so that school personnel have little information upon which to base a precise decision.

4. Special children have more difficulty in moving ahead to different levels of the hierarchy in a skill area. While their performance is depressed, however, it is not unpredictable or bizarre. The structure of his abilities is comparable to that of his typical peer.

5. While typically deaf children performed significantly better than special children on the tests, there are a large number that demonstrate poor performance in all the skill areas. Thus, deaf children, both typical and special, require special help in all skill areas.

It is our belief that the results imply the following:

1. The battery, while successful, must be further modified to provide items reflecting greater precision in defining hierarchies of sub-skills.

2. The teacher, who has been systematically excluded from the individual testing of her children, is probably the one person who can, with training, obtain the most valid performance from the child, and the one person who will use the results most productively, barring outside interference of any kind. The teacher's professional training and experience must be exploited in the use of all diagnostic tools--the test-train sequence posited here can not function without her active involvement.

The CREED 4 project was the next logical step in the direction of the development of a sequence of procedures and materials specifically related to the diagnostic test battery developed in CREED 3.

As a culmination of the CREED 3 project, three experts were invited to consider in Seminar the implications for remediation of the test results, with selected representatives from the group of participating teachers. Ray Barsch, of the University of Southern Connecticut; Jo Shepherd, of Teachers College, and Gloria Wolinsky, of the City University of New York, provided the CREED staff with a foundation for remediation procedures specifically related to the diagnostic test results. Using these recommendations as a beginning, CREED personnel carried on an intensive investigation of the currently available materials, methods and programs for remediation of learning disabilities, as well as those in general education.

After consideration and evaluation of this data on the basis of its apparent relationship to the test skills, its cost and usability in the classroom, Mrs. Socher and I, in consultation with the staff of the Research Department at the Lexington School for the Deaf, developed a preliminary program of remedial materials and activities.

We consider that the objectives that we at CREED have selected for our program are unique in two ways: first, the skills areas covered are directly related to those for which information is obtained from the diagnostic test; second, the activities are designed with increasing levels of difficulty that are based upon developmentally justifiable changes in the skill. In other words, if a child did poorly on the conceptualization tests of the battery, the program provides for sequence of activities in that area. These activities range from the level of association, through classification with a single attribute, classification with two attributes, single classification and superordinate classification. These levels are further divided into three-dimensional and two-dimensional objects. Seriation or ordering range from ordering on the basis of size, through ordering on the basis of number and time--again, three-dimensional and two-dimensional.

Visual analysis activities begin with the discrimination of three-dimensional, simple attribute problems, runs through discrimination of two-dimensional forms, pictures and letter-like forms, ending with the discrimination of letters.

We have then not only attempted to relate the activities to the tests, but we also have attempted to design a sequence of activities that is related to the developmental processes in each skill area. Pursuing either of these objectives is a most difficult task; pursuing both of them is a formidable one.

It is apparent that objectives of this magnitude can hardly be met within the short span of the CREED 3-4 projects; that is the reason I have seen fit to characterize them as pilot studies.

In the CREED 4 project under way, we have tested children in 24 classes with the test battery. We then supplied the teachers with a profile and a recommended selection of remedial procedures for her children. Each participating teacher has been provided with a kit of materials and a guide for the program activities. We are now subjecting the program to an initial procedure that we believe is absolutely necessary before any program can be properly evaluated. We are implementing the program in the classroom and obtaining ratings from teachers and neutral observers on all significant attributes of the materials and activities. We are rating the materials on their interest level for both child and teacher; their difficulty in manipulation; the difficulty in the instructions for their use; the storage problems. We want to isolate and identify as many areas of concern as possible before we subject the program to pre- and post-evaluation. One of the problems that beset those imposing new approaches is that they impose their ideas without first consulting the teachers who will be involved and without confronting the changing realities of the classroom. If we do not attempt to obtain information about the level of functioning of the many components of our programs before we subject them to evaluation, then we are equally as incapable of comprehending our success as we are our failure.

Thus, we in CREED are currently attempting to describe the "level of functioning" of components of our program. We are obtaining this information about all the activities and we are obtaining it from both teachers and observers. We have engaged neutral observers because we want minute-by-minute descriptions of the crucial inter-action processes between teacher and child during the activities and with the materials, to back up the general teacher ratings. It is our hope that the data obtained from these ratings will provide us with the basis for full scale development of a test-train program. Early responses to the program and the rating procedures have been promising; we are looking forward to the analysis of our results.

Because the CREED 3-4 projects have provided such exciting prospects, despite their restrictions on time and money, we of the Research Department staff at the Lexington School for the Deaf, have decided to seek support to expand the project beyond the New York State area, to a national scale. We should like to revise the test battery, implementing the many excellent recommendations of the participating teachers as well as the changes indicated by the statistical analyses. We should like to analyze the skill areas into more complex hierarchies of sub-skills in order to increase the sensitivity of the battery. Similarly, with the data obtained from the ratings of the current program we can modify the methods and materials in the second phase of the sequence.

A long-term, large scale project could provide us with the opportunity to subject a test-train program to intensive analysis and evaluation. There will be many problems in the pursuit of such an effort--the definition of the sample and the correlation and articulation of the test items and curriculum activities without replication at either level--both indeed formidable--are only two of many. While we recognize the problems involved in such an undertaking the CREED 3-4 project has provided us with the incentive to move ahead. The striking results in discriminating disabilities that we found with the CREED 3 test battery and the enthusiasm generated in teachers by the CREED 4 materials lead us to the firm belief that we must continue to refine this test-train sequence. We perceive such a sequence as a genuine attempt to help the teacher meet the problems we are setting before her. It is our effort to effect a change in the educational process. Without such change, we can not realistically expect any change in the performance of our children.

SEATTLE COMMUNITY COLLEGE SYSTEM

H.W. Barkuloo, Director, Program for the Deaf

Seattle Community College System is one of three schools conducting regional academic and vocational-technical programs for deaf students. The funding agencies (United States Office of Education and Social Rehabilitation Services) have also entered into agreement with the University of Pittsburgh to coordinate research activities between Seattle Community College and the other two institutions--St. Paul Vocational-Technical Institute and Delgado Junior College. The Program was originally projected to enroll 100 students during the five-year period for which there is a federal commitment. It is anticipated that the enrollment for the fall of 1970 will reach approximately 75 or 80 deaf students.

The Seattle Community College System is composed of three separate colleges, all located within the City of Seattle. The Program for the Deaf is part of the Systems Operation and is able to function within all three of the College settings and to take advantage of the various programs offered.

One of the reasons for the selection of Seattle Community College as a regional center was because of the breadth of its curriculum opportunities. Included in the College is a complete Adult High School Program and approximately 40 vocational-technical areas offering both certificates and associate degrees. These vocational-technical areas are broad and with the various components contained in them, offer some 400 different career opportunities for deaf students. There is also a College Exploratory Program and a two-year Liberal Arts College Transfer Program. This allows for a great deal of flexibility in the type of programs which deaf students can enter. For example, a young man from Oregon during the second quarter at Seattle Community College, whose career goal was that of architectural draftsman, which is an Associate of Arts Degree Program, was enrolled in College Exploratory Algebra, Adult High School Geometry, a reading course offered by the Program for the Deaf Preparatory Program, and in a related course which would apply toward his associate degree.

The first 25 students entered into the Program in the fall of 1969. They came from seven states including Washington, Oregon, Idaho, Montana, Utah, Alaska, and New York. They ranged in age from 19 to 39 and had reading levels ranging from third to eighth grade and performance I.Q. ranging from 94 to 130.

Most of the entering students come into a preparatory program which is one quarter in length which is aimed primarily at giving the student exposure to all of the career opportunities available to him and to allow him, through the information given to him about the different areas and about his own capabilities, to make a realistic vocational-technical decision. Students who have the capability to be successful in Associate Degree programs generally are enrolled in the College Exploratory courses where they compete with hearing students. They are also enrolled in the prep job information and sampling programs so that they can have a full exposure to the various programs offered.

Following the prep quarter, the first students entered into the following programs: sheet metal, machine shop, cosmetology, welding, electronics, power sewing, dry cleaning, and graphic arts. At the present time, (April, 1970) 50 students are enrolled in the Program and are entered in the programs listed previously plus the following: dental technology, key punch, automotive mechanics, carpentry, industrial electronics, data processing programming, architectural drafting, fashion design, data processing operations, baking, and horology and micro-precision instrumentation. Two hard-of-hearing and two deafened persons are enrolled in the College Transfer Program. These people are not skilled in manual communications and are depending on their language skills and notetaking for success in this program. Approximately ten members of the present deaf student population will be ready for employment in June of this year.

Services offered by the Program include interpreting, notetaking by hearing classmates, personal and vocational counseling, and tutoring. The tutoring staff consists of two teachers of the deaf who also have college and vocational experience which apply themselves to a program such as this. One of the teachers is skilled in all graphic arts areas and another had a data processing major in her undergraduate college work. The third tutor is an electrical engineer and is able to give tutorial assistance in all of the technical areas such as drafting, machine shop operations, and electronics.

Because Seattle Community College has no dormitory facilities, the students have been living in modern dormitories on the Seattle University campus and at the Evangeline Residence, a residence for young women. Both of these settings have offered the deaf students further opportunities to interact with their hearing peers. The dormitories are within five minute's walk of the College.

Other activities of the Program during this first year have included a manual communications class for the faculty members which attracted 70 teachers and approximately 15 members of such diverse community programs as public schools, hospitals, parole offices, and welfare agencies. Beginning and advanced manual communication programs are also being offered for college credit to the hearing students at Seattle Community College.

Deaf students have been well accepted by hearing students, and two deaf students are cheerleaders. Another deaf student serves as Representative-at-Large on the student Board of Control. The faculty and student body acceptance of the Program is doing much to insure the success of this new venture in the education of the deaf.

THE ROCHESTER METHOD - SOME BASIC PRINCIPLES

Edward L. Scouten, Principal, Florida School for the Deaf

The Rochester Method is an oral multisensory procedure for instructing prelingually deaf children. Its distinctive feature is that it supplements and complements speech and speechreading with Visible English (fingerspelling) and auditory amplification.

The Rochester Method is based on the following principles:

1) The prelingually deaf child's educational requirements are wholly different from those of the postlingually deaf child who remains, after onset, linguistically and psychologically hearing.

2) The prelingually deaf child must have complete and constant visual perception of English, if this is the language we wish him to learn.

3) The prelingually deaf child must have that number of visual exposures which will approximate the multiplicity of aural exposures enjoyed by the hearing child.

4) English, the substance of learning, should be the sole expressive and receptive medium in all educational and social communication throughout the prelingually deaf child's school experience.

5) English should be recognized as the prime motivating force for the acquisition of speech. Sightreading, therefore, should receive the initial emphasis. Having something to say has always been a good reason for talking. It is also a good reason for learning how to talk.

6) The value of the physical function of speech may be determined only by the content of the English thought it conveys.

7) Auditory amplification is vital to the prelingually deaf child's speech development and also for his identification with the world of sound.

An adherence to these basic concepts will, hopefully, give the prelingually deaf child a fighting chance to acquire both receptive and expressive English. In that the child reflects in his written and oral English largely that which he sees, it is vital that we let him see all we would have him learn. This in essence is the Rochester Method.

DELGADO COLLEGE: ACADEMIC, VOCATIONAL and TECHNICAL EDUCATION for the DEAF

Douglas O. Wells, Asst. Administrator, Delgado College, New Orleans

This is an age which places great emphasis on literacy, ability to communicate, and emotional stability. It is a swiftly moving age where technology is creating a new environment and changing the social and employment patterns of the nation. Technology is very cold and impersonal, and is not concerned with morals or nationality. It might be described as a very efficient machine which can be used to create a paradise or eliminate man.

Technology and its ensuing automation has, in a multitude of cases, eliminated the prospective deaf worker. Deaf workers are finding that many doors are closed to them because of basic lack of preparation, and/or an inability to adapt to constantly changing requirements. This fact is soberly reflected in the unemployed and underemployed status of deaf workers in this country.

The technological explosion that we are currently facing has indeed taken everyone by surprise. Consider, for example, that man progressed from piston-driven airplanes to space exploration in less than ten years, while our predecessors struggled for two thousand years to develop the short bow into a more efficient weapon -- the long bow. This rapid change is forcing the reevaluation of training programs and is placing great responsibility on the field of education and its ability to keep pace. This is especially true in the field of education for the deaf.

Recently, opportunities for the deaf to acquire education beyond the secondary level in vocational technical areas have been expanded. Many government-sponsored workshops and studies have been authorized to determine the employment status of the deaf and to make recommendations. One such workshop was the Knoxville Workshop on Improved Opportunities for the Deaf. The possibility of the establishment of vocational technical training programs was explored at the meeting. Eventually recommendations for the establishment of post-secondary training programs within institutions designed primarily for hearing students were made and accepted by the Department of Health, Education and Welfare.

The Delgado Program for the Deaf is one of three such programs supported by a grant from H. E. W. 's Social and Rehabilitation Service and the Bureau of Education for the Handicapped. It is, in fact, a research and demonstration grant which proposes to study both positive and negative factors related to the establishment of such programs and to formulate guidelines for the establishment of similar programs in other locations. Hopefully this concept will prove to be a feasible one, thus increasing the number of training opportunities available to young deaf people and ultimately improving the employment picture.

Delgado was selected because of its geographic location, its long history of providing technical vocational training in the community it serves, and because of its interest in working with the handicapped. The college consists of the divisions of Business Administration, Engineering Technology, Arts and Sciences, Trades, Technical, and the Rehabilitation Services Division. The Program for the Deaf is administered by the Rehabilitation Services Division, which consists of an Orthotics and Prosthetics Technology Training Program, the Academic and Vocational Education Program for the Deaf, and a comprehensive ecaluation and work adjustment center of a multidisability nature. The Rehabilitation Center has been in operation since 1962 and has successfully referred many clients for training within the college during that time.

The Delgado Program for the Deaf is divided into two somewhat unique phases, the preparatory phase and the training phase.

The preparatory phase is somewhat analogous to the junior division of a college or university whereby the student enrolls in general courses and is permitted time and guidance so that his objectives may become solidified. Furthermore, the preparatory phase of the Program is designed to meet four unique needs of students leaving schools for the deaf and entering post-secondary training programs. Namely, these needs are: transitional adjustment needs, the need for information concerning the world of work, a need for exploration of vocational interests and abilities, and the need for upgrading language deficiencies and communication skills.

The initial transitional adjustment needs of the deaf student as he leaves a school for the deaf to continue his education in a Delgado setting can sometimes be very frustrating to the student. Almost immediately his resourcefulness is put to the test. He must learn to live in a community full of strange people and rules; for example, he must learn to get along with sometimes irate landladies who put up with little foolishness. He must depend primarily on himself to establish a somewhat new pattern of living, whereas, previously, a pattern was pre-established for him. Most importantly he must adjust rapidly to the new pace and demands of a hearing school. In social development, the deaf students are generally three to four years behind their hearing peers, regardless of the method of education. Consequently the average deaf student is far below the norm in his grasp of the social facts of life, therefore, projecting an immature image to hearing students of his own age and to instructors who work with him.

Of considerable significance is the need for more information concerning the world of work as a basis for the formulation of objectives. Young deaf students entering the Program are relatively uniformed or misinformed about job availability, salaries, requirements, communication requirements, and training. Eighty percent of those coming into the Delgado Program have no vocational objectives and lack the necessary knowledge on which to make a decision. One half of the remaining twenty percent have selected a training area because they know of other deaf people in the trade, while only ten percent have made realistic choices based on good information and logic.

In addition to being given occupational information, the student himself must be permitted to satisfy his curiousity concerning different types of training and occupations. The student needs an opportunity to explore his interests and abilities in various vocational activities. By experiencing vocational activity, including the use of tools and equipment, he becomes more realistic regarding vocational objectives, and the counseling process becomes more effective.

Courses offered during the preparatory semester include Preparatory English, Occupational Information, Survey of Vocational Interest, Personal Management and Communication Skills.

The Preparatory English class is remedial in nature. It is a combination lab and lecture course in which the students' writing and comprehension skills are upgraded as much as possible. Basically the approach used is similar to that used in the teaching of English as a secondary language. The class is taught under the assumption that deaf students must be taught morphology and syntax that hearing students absorb unknowingly. In addition students are assigned reading and are encouraged to read for pleasure in hopes of improving vocabulary.

The Occupational Information class is taught in an attempt to provide the student with a broader base on which to make decisions concerning his goals. It includes a review of basic job families, job requirements, job applications, and periodic job analysis. Included are field trips to industry and role playing situations where the student might be interviewed for a job or perhaps fired from a job.

The Survey of Vocational Interests and Skills class functions uniquely as an exploratory and counseling lab and in addition provides conditioning for classwork. Student performance in this class plays a major role in the student's understanding of his own interests and abilities, for it is through performance that realistic objectives are solidified. The student is permitted, through the job sample approach, to explore different areas of training available to him. For example, he may be assigned work samples in drafting. He sits at a drafting table and uses the "T" square, triangles, compasses, and other instruments used in drafting. Perhaps he will be permitted enough time to complete several elementary drafting problems. If he has had some experience in drafting, than he is assigned a problem at his level of achievement. Through the job sample method, the student is exposed to various training requirements for his personal assessment.

By mid-term students have been guided toward a realistic objective, and the choice of training has usually been made. The second half of the semester is spent conditioning the students for training. Actual first semester text books and problems are assigned; and, most importantly, vocabulary and terminology are presented at the student's level. This preparation for classwork provides the student with a basic understanding of the work required and an insight into some of the problems he will face. His performance during the conditioning phase is also an indication of the type of support services he will need once in training.

The Personal Management class provides the student with information helpful in his adjustment to the new environment. It includes instruction in banking, budgeting, study habits, community relations, dating, and other topics deemed necessary by the instructor. Guest speakers are often invited to speak on various topics including community services.

The Communication Skills class is basically designed to prepare the students for the eventual use of interpreters in the various classes.

In addition to the preparatory courses described above, the student is aided in his adjustment through regularly scheduled counseling services. Furthermore, the Survey of Vocational Interest and Skills class provides somewhat of an ideal counseling situation whereby the student's skills and interest may be observed first hand by the vocational advisor.

Once the assessment is made, the advisor may counsel the student regarding his weaknesses and strengths in various areas in an effort to guide the student toward a more realistic choice for training. Along with the assessment of interest and skills, the academic skills and adjustment level of the student are assessed to determine the level of training that the student should enter, namely the trades area, technical areas or associate degree programs. A progress staffing is held at the conclusion of the preparatory semester at which all aspects of the student's performance and adjustments are considered. If the student's objectives are in keeping with his skills, he is permitted to enter the training phase.

The student then enters regular training classes with the aid of interpreters and notetakers. Supportive help is offered by the project staff and the college faculty. Counseling is continuous throughout training with emphasis placed on adjustment to the intensity of classwork and the development of sound study habits.

Upon the student's satisfying the requirements of the College for the certificate, diploma, or associate degree, recommendations are made to the referring V.R. counselor for on-the-job training or job placement.

The Program officially began on October 1, 1968, with a pilot group of eighteen students. During the past several years three students received diplomas as orthotic and prosthetic technicians and are in on-the-job training situations. Also six students have been placed in on-the-job training situations after completion of the preparatory program.

The present semester began with sixty-five students representing nineteen states. Three of these students dropped or where dismissed for various reasons, leaving twenty-three students in the preparatory program and forty in the training phase. The forty training students are enrolled in seventy-five classes primarily designed for hearing students, taking subjects in drafting, printing, plumbing, commercial art, cooking and baking, data processing, accounting, general business, secretarial studies, and electrical engineering technology.

Student performance in the first and second training semesters proved to be encouraging in some areas and discouraging in others. Student performance was average or better in the lab work and shop work required by their majors; however, the related subjects required proved to be discouraging to many. Related subjects include english, math, and elective courses, all of which involve a great deal of lecture and class preparation. Due to a considerable amount of supportive help and interest on the part of the project staff and college faculty, the majority have been able to maintain a "C" average or better.

As a result of past experiences several student-related porblems have been identified and have proved to be barriers for many in their attempts to succeed within the program. Basically these problems are concerned with communication, comprehension, attitude, and unrealistic goals.

There is always the problem of the student's adjustment to the use of the interpreter. In the classroom the interpreters have proved to be the ears of the deaf student, except in rare and exceptional cases of lipreading ability. Use of interpreters in an educational setting of this type requires that the deaf student have both appropriate basic language and basic communicating skill development. Many of the student's communication skills have not been developed fully, the problem of uniformity and understanding of basic signs coupled with the intensity of a training class has proven to be a barrier to many.

Another barrier, and one deeply rooted in language development, is the comprehension of vocabulary, terminology, and phraseology used in the classroom. Often this lack of understanding becomes very frustrating to the student who is genuinely motivated to learn. The organization of thoughts into logical statements, and the understanding of words and how to use them will continue to affect the student's progress within technical programs which place a great deal of emphasis on vocabulary and terminology.

Student attitude also affects progress and success within the Delgado Program. Many students bring with them the misconception that everything changes to meet the needs of the deaf individual; therefore, many approach the solving of problems in a very unrealistic manner and make unreliable judgements based on this misconception. Often students enter the Program with the attitude of "I am deaf - what can you do for me?" Impatience on the part of the students lead them to believe that everything should be instant -- instant education, instant housing, and instant solving of problems. Because of impatience the student often fails to consider the different aspects of a problem, including the time element. This impatient attitude may cause the student to feel defeated, psychologically, when he doesn't receive everything that he believes he deserves at a particular point in time.

Finally, there is the problem of guiding the student toward realistic objectives. For example, a student may enter the program with no specific objective except to enter a "clean hands" type of occupation. This student usually has no logical information on which to base his desires other than some form of second-hand information. This leads to unrealistic, sometimes superficial interest and complicates the counseling process considerably. It is necessary that the student have an open mind regarding his interest and abilities.

In summation, the Delgado Program is designed primarily to help the deaf student prepare for training with the hearing and to support his training efforts. Preparation and adjustment are aided through course offerings in the preparatory phase designed to meet the student's transitional adjustment needs, the need for occupational information, the exploration of interest and abilities, and the upgrading of language deficiencies and communication skills, as well as regularly scheduled counseling services.

Through research, attempts are being made to catagorize problems and solve them in a constructive manner. Thus far the wide gap between student potential and functioning ability has been attributed to several or all of the following: poor language and communication skill functioning, poor study habits; disorganized thinking, poor problem solving techniques, and/or a basically poor attitude toward work effort.

Programs of the Delgado type can do much to remediate or refine the above factors related to student success; however, the programs cannot bear the full burden. Students must be better prepared in these areas, and the preparation must begin much earlier in the educational process.

EVALUATION OF PRESCHOOL PROGRAMS: AN INTERACTION ANALYSIS MODEL

Dr. Donald F. Moores, University of Minnesota

The Special Education Research and Development Center of the University of Minnesota is in the first year of a projected five-year study of the efficacy of various types of preschool programs for the hearing impaired. It is not the purpose of this paper to develop a rationale to "prove" that one of the three or four most common methodological approaches to education of hearing impaired children is the "best" or only approach. It is assumed that the audience is familiar with at least the basic arguments for and against the Oral-Aural, Simultaneous, Acoupedic, and Rochester methods and has reached some conclusions, however tentative, about the usefulness of each.

Philosophies of Education

Of perhaps more importance than purely methodological considerations are what I shall refer to as the two different philosophies of education which, in my opinion, are developing in preschool programs for the hearing impaired throughout the United States.

The first, and until quite recently completely predominant, philosophy has its roots in the pioneering work of educators of the deaf in Western Eruope, with much of the leadership coming from Great Britain. I shall label this the Home-Centered Socialization philosophy. Attention is focused on activities around the home and a "natural-language" environment is emphasized. Parent guidance is a major aspect of such a program and physical placement contiguous to hearing peers is usually an essential component. Stress is placed on the spontaneous development of language skills and of speech skills. Descriptions of such programs may be found in the writings of Griffith, (1967), Knox and McConnell (1968), Pollack (1964), and Reed (1963).

The second major philosophical approach, which I shall label Child-Centered, Cognitive - Academic, is assuming a growing influence on many new programs. It grew out of the failure of traditional socially-oriented preschool and nursery programs to serve disadvantaged children in the United States and, to a lesser extent, Israel. A spate of research findings in the past five years suggests that the only successful intervention programs for the disadvantaged have been those which contain a highly structured component with specific academic-cognitive training. The work of investigators such as Bereiter and Engelmann (1966), DiLorenzo (1969), and Karnes et. al. (1969) have had the greatest impact.

As the work of these researchers becomes more widely known among educators of the deaf, we may witness a change in the orientation of many systems toward increased attention to the cognitive-academic sphere. If we may generalize from the few programs of such a type in existence today, the focus of attention would shift from the parent to the child and skills such as reading readiness and number concepts would be begun as early as two years of age. Proehl (1970) has described a public school program for the hearing impaired developed on these principles.

Related Research

In view of the strong opinions prevalent in education of the deaf, it is somewhat disappointing to find that comparative research is almost nonexistent. Most of the literature cited as "proof" for the benefits of one approach or another may more properly be classified as program description. The typical article or paper involves a program being described, defended, and praised by a person who has developed it or who in some way is closely related to it. With the exception of an occasional tape or audiogram, no data are presented. Position papers and descriptive works do, of course, serve an important, even essential, informative function, but we should never make the mistake of treating them as evidence.

If we look at the few attempts to evaluate preschool programs, the results are disheartening. Comparisons of children receiving traditional preschool training with children having no preschool training suggest a "wash-out" effect (Craig 1964). By nine years of age there appear to be no differences between experimental and control groups. The results are consistent with these reported for traditionally-based preschool programs for the disadvantaged. One of two conclusions I believe may be reached. The first is that such a preschool experience is of no benefit to the children. The second holds that it was effective but the benefits were dissipated by the failure of the schools to take advantage of them in the primary grade years.

McCroskey (1968) compared children who participated in a home-centered program with auditory emphasis to children who received no training and found few differences between the groups. What differences existed tended to favor the control group, those with no training. The investigator postulated that the experimental group consisted of a "basically inferior product" which had been brought to a position of equality with the control group.

Only one study has ever been conducted which directly compared preschool hearing impaired children receiving instruction under two different methodologies. Quigley (1969) reported that children being taught by the Rochester Method (Oral and Fingerspelling) were superior to those taught by the Oral-only method. The generalizibility of the results, however, is open to question.

Difficulties of Evaluation

The difficulties of evaluation of any type of educational intervention are multiplied when dealing with the preschool hearing impaired. Underlying the hostility and suspicion which is endemic to our field is the tremendous complexity of the task. How does one measure the speech, language, and communication ability of four and five year old deaf children? Are there any valid measures of parent attitude? Are differential programatic effects transitory? Do or can children in one program who are behind at age four in one area close the gap by age eight? Is it possible to develop measurement techniques which will be fair to children in programs which have different goals and therefore different concepts of success?

It is apparent that evaluation must come from outside. Program administrators, no matter how well-qualified, can not be expected to provide objective assessment. In my opinion the investigator should have a thorough knowledge of the issues in education of the deaf and should be an educator of the deaf himself. This, however, raises another problem because most educators of the deaf, the speaker included, tend to have their own opinions on how hearing impaired children should be taught. This situation, I believe, can be neutralized by involving people with different viewpoints in the planning and conduct of the education, as will be described later.

Rationale of the Study

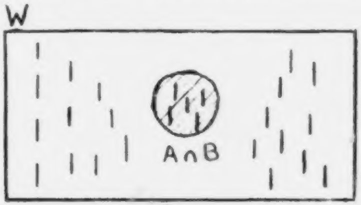
The investigation is based on Cronbach's (1957) Characteristics by Treatment Interaction Model which was developed on the thesis that the results of educational research, consisting mainly of comparisons between groups, have been of limited value. The typical procedure has been to match two groups of children and to give Group A the experimental treatment while the control group receives either the "traditional" approach or no treatment. At the end of a specified period of time appropriate statistical techniques are applied with the result that the scores of Group A are significantly superior to Group B. Because the experimental treatment has been demonstrated to be more effective, the conclusion is then reached that this is the most appropriate approach for all children.

Such investigations have the benefit of being neat and producing clear cut results but they are overly simplistic and do not reflect the complexities of the real world. In almost all investigations of this type there is a great deal of overlap between groups; many children in Group B score above the average in Group A and many in A fall below the average of B. It is possible that a subject by treatment interaction exists. Treatment A may be preferable for some children and B for others.

Such a situation apparently exists in the field of reading. Comparisons of "linguistic" and "basal", approaches to beginning reading support the argument that there is no one best method. In a cooperative program involving 27 individual projects, Bond and Dykstra (1967) reported no consistent differences between groups with the exception that groups designated experimental (whether linguistic or basal) tended to do better than groups designated control. No one approach was completely successful for all children using it. Within each treatment group some children failed to learn to read. The important thing to remember is that the characteristics of the reading failures varied between treatments. The finding is consistent with a recently reported finding of Hurley (1968) that the learning disabilities, or reading failures, in Champaign, Illinois and its sister city, Urbana, had different characteristics, presumable because the school systems have different approaches to the teaching of reading.

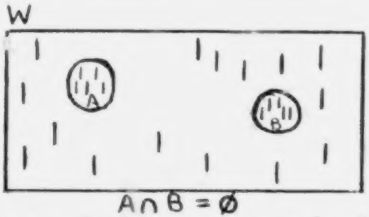
Take the example of a class of 25 students. If all received a "linguistic" approach to reading, 20 would succeed and five would fail. If all received a "basal" approach, again 20 would succeed and five would fail, but not necessarily the same five. Perhaps the use of Venn diagrams can illustrate the point. If both approaches were equally effective and there were no treatment by subject interaction, then the children who failed under one method would also fail under the other. In this case the five failures under treatment I (Set A) would be the same as the five treatment II failures (Set B). Therefore Set A=Set B and the intersection of A and B ($A \cap B$) would consist of these five subjects.

Given a set W, consisting of the 25 members of the class, of which A, B, and $A \cap B$ are subsets, the situation could be illustrated as follows:



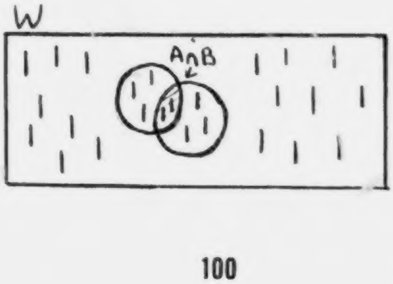
A ∩ B

Because A and B are mutually inclusive, the intersection of A and B equals the union of A and B, there would be five failures ($A \cap B$) no matter which method was used. On the other hand, if the characteristics of children who would fail under treatment I were completely different from those who would fail under treatment II, there would be no overlap between A and B. The intersection of A and B would be empty, A B = ∅. The sets would be mutually exclusive as shown below.



A∩B = ∅

Here if all members of the group received treatment I, there would be five failures, those in A. Under treatment two, there would by five failures, those in treatment B. Fifteen students would learn under either situation. If the five children in set A received treatment II and those in B received treatment I, however, there would be no failures and all 25 children would learn to read. It would be more reasonable to expect, however, that A and B would not be mutually exclusive. It would be logical to assume that there would be some children who would fail under either treatment and the intersection of A and B is not an empty set. This may be illustrated in the following way:



By judicious matching of method to subject, 23 subjects would learn to read. Neither approach would be beneficial to the remaining two and other methods would have to be investigated. The same reasoning can be applied to education of the deaf although I realize, of course, that I am grossly oversimplifying the situation. Once we accept the idea of a treatment by characteristics interaction we are in danger of being overwhelmed by the complexity of our world. A calculation of the different factors which might be relevant to early development of deaf children (e.g., etiology, age of onset of deafness, SES, etc.) suggests there are at least 4320 permutations and combinations of relevant variables. Even this is an oversimplification because factors such as hearing loss and intelligence can not be categorized into a few discrete categories, but exist along continuous dimensions.

Because children cannot be manipulated experimentally like rats, an investigator is faced with a problem of control. Any educational system must offer what its leaders consider to be the most appropriate program to meet the needs of the children involved. Programs should not be altered merely to satisly experimental design. An acceptable alternative, it seems to me, would be to encourage a number of diverse programs to continue to operate as they have in the past and to offer an objective evaluation by an outside agency, in this case the Special Education Department of the University of Minnesota. The investigation, then, is not designed to unearth the "best" method or philosophy per se. It is primarily concerned with individual differences and only secondarily with group effects. It is possible that one approach and one method will prove most beneficial to all children but the investigators are prepared to search for indicators of the best match for a particular child at a particular stage.

Advisory Committee

For an objective evaluation it is mandatory to have input from highly-qualified professionals reflecting various viewpoints. A balanced committee should first be represented by the desciplines of Audiology and Psychology, more specifically Psycholinguistics, and should secondly consist of individuals with differing opinions on the use of simultaneous methods with young deaf children. The Advisory Committee, which was originally convened by Dr. Ralph Hoag of the Rochester School for the Deaf, meets these criteria perfectly. The following four professionals presently are serving on the Committee and giving direction to the project:

T. Walter Carlin, Ph.D.,
Director
Sir Alexander Ewing Clinic
Ithica College
Ithica, New York

Diane Castle, Ph.D.
Assistant Professor of Audiology
State University College
Geneseo, New York

Eric Lenneberg, Ph.D.
Professor of Psychology
Cornell University
Ithica, New York

McCay Vernon, Ph.D.
Professor of Psychology
Maryland State College
Westminster, Maryland

Procedures

The first year of the program is being devoted to the development and testing of assessment techniques and to visitations to programs which will be in the major study. The instruments are being developed through the cooperation of the Minneapolis and the St. Paul preschool programs for the hearing impaired. The participation and cooperation of the two programs has been especially advantageious, not only because of their accessibility -- each is about five miles from the University of Minnesota -- but also because they represent different educational philosophies and employ different methods of communication. One is oral-aural and has a family-centered **socialization orientation. The other** utilizes the Rochester Method with the more severely impaired and has a child-centered academic orientation. The full cooperation of both systems is enabling the investigators to assess the appropriateness of instruments in both settings.

The official project extends from September, 1969, to June, 1974. At present nine school programs are involved and there is a possibility that three more will be added. In the fall of 1970 small teams of investigators from the University of Minnesota will visit each program and gather baseline data. Formal evaluation will be conducted each spring for four years from 1971 to 1974. The data for each year will be analyzed and will be disseminated to the programs involved annually prior to publication of progress reports.

It should be emphasized that no conditions are placed on the programs involved. They are under no obligation to continue any aspect of their programs and no restrictions are placed on their ability to alter any educational procedures at any time. Also, there are no experimental and control group distinctions in the study. Each group can be viewed as receiving an experimental treatment and the onus of being labeled a "control" or "contrast" program can be eliminated. The directors of each program will provide what in their opinion comprises an effective preschool program for hearing impaired children. The University of Minnesota, for its part, will endeavor to provide objective, reliable, valid data by which the programs can be evaluated and by which future decision making can be facilitated.

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WHAT NOW?

Dr. Gilbert L. Delgado, Chief, Media Services & Captioned Films, Washington, D.C.

Let me express my regrets for having to address you in this rather anonymous manner. Due to very late appropriations from Congress to the U.S. Office of Education, the Office ended up short of salaries and expenses money. Travel funds come under this category and consequently virtually all travel for the quarter was cut. Mr. Norwood also sends his regrets. So while you lucky people soak in the sunshine, we Bureaucrats will do our share to curb inflation.

Though this mediated presentation was put together hastily, we did feel it could accomplish two objectives:

1. Deliver a message from Media Services and Captioned Films, that we felt was important, and

2. Illustrate one of the attributes of media, that is, to communicate minus a live body.

First let me try to give you a brief report on what we have been doing.

Visual #1 - Title Slide - Media Services and Captioned Films

Visual #2 - Authorization
Congress has authorized $12.5 million for fiscal year 1970, $15 million for fiscal year 1971 and $20 million for fiscal year 1972. This came about with the passage of Public Law 91-61 which included the establishment of a National Center of Educational Media and Materials for the Handicapped. This Center will be monitored by Media Services and Captioned Films. The law authorizes construction and equipment money. It is anticipated this cost will be between $2.5 - $3.0 million. The Center will be located at a university. It will work closely with the Model Secondary School. Annual operational support, funds being available, is anticipated at $ 1/2 million to reach $1.0 million in three years.

Visual #3 - Appropriations
Though the Congress authorizes funding for a program the Bureau of the Budget must make difficult decisions

on actual allocations. What is not visible on this slide is $4.75 million for 1969 and 1970. This is our present budget. We are hoping for $6.0 million in fiscal 1971.

Visual #4 - Yearly Audiences
There is an error on this slide. The expected audience for 1970 will be closer to 1,750,000 viewers.

Visual #5 - Groups Served
2,220 schools, clubs, churchs, training centers, social and civic groups are registered.

Visual #6 - Additional Motion Picture Titles
You can see that the acquisition of motion picture films, both educational and general interest has stabilized at around 45-50 per year. Twelve prints of the feature films are procurred. Sixty-five prints of the educational titles are circulated. The number of films acquired will grow in proportion to increase in funds allocated and the program priorities.

Visual #7 - The Distribution Network
This has not changed. We have 60 educational film depositories. Some serve a regional area, others serve only their own school. The black dots indicate they are school depositories, the circles are regional. The triangles represent the three film libraries and Dr. Quigley's headquarters for the entire distribution system. The three libraries circulate the feature films on a regional basis.

Visual #8 - Equipment
Indefinite loan of a filmstrip projector, overhead projector, screens and tables has covered around 4000 classrooms. New programs and teacher training centers have received, or will receive the same basic equipment along with 8mm projectors. On a selected basis the Regional Media Centers are distributing other media equipment items. We are planning some allocation of Carousel projectors and heat copiers next year.

Visuals #9, 10, 11 - Project LIFE
#9. These visuals tell their own story. LIFE means Language Improvement to Facilitate Education of Hearing

Impaired Children - via:
#10. filmstrips, audiotapes, movies on a programmed instruction base, supplemented by
#11. story books, dictionaries and workbooks. The project has consolidated its programming and film production. The instrumentation problem seems resolved. We expect over 120 filmstrips to be ready and field tested in 200 varied sites next year. In short, LIFE is really on the track and "highballing".

Visual #12 - Workshops
We will continue the study-guide and caption writers workshops. These sessions have been combined. This summer they will be at the Pilot School in Dallas. You all have seen the products of the meetings in the guide books and the captions on the educational films.

Visual #13 - New Mexico State University
The visual perception study for deaf preschoolers continues. The children of the experimental group are now of age to determine the effect of perceptual training on reading. We are looking to the Annals to publish a short article on the initial findings of this study. We think they are significant.

Visual #14 - Symposiums on Educational Media
The annual symposia at the Midwest Regional Media Center in Lincoln, Nebraska are becoming a must event. This year we had a record of 191 participants. The majority paid their own travel and expenses. Next year's theme will be on Programmed Learning and will be co-sponsored by the Southwest Regional Media Center.

Visual #15 - Vocational Programs
There has been a high correlation of students trained in card punch operation, using our materials, and job placement. We have also added a comprehensive filmed course in typing.

Visual #16 - Electronics Assembly-T.R.W.
Seventy hours of mediated programmed instruction have been developed. A one semester course that provides high entry level skills. The project will include five large demonstrations at schools for the deaf and a vocational program for special students. These demonstrations will be sustained mainly by state vocational rehabilitation funds. Rehabilitation will

provide the instructor, equipment, in-service and installation services. Media Services and Captioned Films will provide the media. This instructional model deserves more attention. Many vocational and academic courses can be packaged in this manner.

Visual #17 - John Tracy Clinic
A complete film series on teaching speech to the deaf is being produced at the John Tracy Clinic. These materials will be made available to teacher training and speech and hearing centers. We hope to have the films in circulation this coming school year.

The following projects are new, having been funded in June of 1969. Most of them are demonstration projects in other areas of exceptionality.

Visual #18 - Callier Hearing & Speech Center
The project is applying a systems approach for individualizing instruction for deaf children. Elementary age children are proceeding on an individualized format. We have arranged to compare their progress with a "traditional" control group and to have a hard look at cost effectiveness.

Visual #19 - Dubnoff School of Educational Therapy - Project ME (Media for the Exceptional)
The aim of this project is to create, develop, and produce integrated unites of instruction based on a multimedia, multisensory systems approach to enhance the learning program for exceptional children aged 3 to 6 years. Commercially available audiovisual devices and materials will be empirically evaluated in the classroom with respect to their application for the education of the exceptional child. Existing audiovisual materials will be integrated with book materials, manipulative materials, and gross perceptual-motor exercises into a logical, meaningful progression of instructional stages and steps to be followed by a teacher over a prescribed period of time.

Visual #20 - Educational Media Inc.
As Phase I, this project undertakes a feasibility study to determine the needs for developing structured program materials for use by parents in the promotion of a young retardate's skills in communication, self-reliance, and environmental controls. Additional phases will center upon:
Phase II-Development and Production of Multimedia Materials

Phase III-Demonstration, Implementation and Evaluation of Materials Produced Under Phase II
Phase IV-Adaptation of Materials and Techniques to Meet the Needs of Children

Visual #21 - Syracuse
This project is designed to demonstrate an effective and efficient computer-based system of evaluating and field testing educational media with a variety of handicapped children. Additionally, the project is concerned with developing new materials and demonstrating effective techniques for educating handicapped children with major emphasis upon maximum support of the learning process through media, tutoring, team teaching, and a systems approach to education.

Visual #22 - Bureau of Education for the Handicapped - Wisconsin
The aim of this project is to develop a series of 15 to 20 minute films each depicting a problem category as defined by special education teachers, along with the various successful strategies that teachers have worked out to cope with these problems. The seven categories of problems being analyzed for innovation and effective solutions were based on the findings of an earlier study funded by the Office of Education "A Taxonomy of Teacher-Defined Problems in the Education of Mentally Retarded Children."

Visual #23 - Atlanta Public Schools
Efforts of this project are centered on assisting teachers in the identification, selection, production, and utilization of media in the educational continuum at all grade levels. The immediate objective of the project is to plan, develop, and demonstrate a systems approach to facilitate the utilization of media to improve instruction for handicapped children. The systems approach includes the development and unification of a media team.

Five selected target schools will demonstrate the utilization of media.

Visual #24 - Texas School for the Blind
This project's major goal is to stimulate developmentally the sensory awareness of visually impaired children to achieve maximum proficiency in educational and daily living skills. Films and printed material

will be developed for the purpose of teacher training in the use of special media materials.

Visual #25 - Sallisaw, Oklahoma
This project involves the establishment of an audio-visual and instructional media services center for mentally retarded children. This center will serve a nine county area which has 23 classes with a total of 319 mentally handicapped children, 80 percent of whom are Indian. The center will select and categorize materials, maintain a continuous contact with teachers to be served, and provide inservice type training to teachers of the mentally retarded with the latest materials available.

Visual #26 - Alexander Graham Bell Association
A special edition of the National Geographic School Bulletin, called "World Traveller", is being developed. The Bulletin will be appropriate for independent reading by a large number of language handicapped children.

Twelve issues of 50,000 copies each will be distributed to a limited number of schools without cost for the purpose of evaluation. Provided the response to the new school Bulletin is adequate to support continuation on a subscription basis, the Alexander Graham Bell Association for the Deaf, with the continued cooperation of the National Geographic Society, will continue publication.

Visual #27 - H.R.B. Singer, Inc.
An investigation is being made of the alternative methods for making television a more valuable educational and recreational medium of communication for the hard of hearing population and to study, in particular, the effects of program captioning on the television viewing public with normal hearing. A total system to implement the captioning and subsequent transmission of network television programs will be designed and developed.

Visual #28 - Parent Reality Groups
The development of a model for facilitating the normal parents' acceptance of their perceptually deprived children is the aim of this project. The model specifies video presentation of group methods designed to facilitate such acceptance.

Methods to assist normal parents of perceptually deprived children will be developed to cope with specific problem areas producing a negative effect inimical to the parent-child relationship.

Visual #29 - Regional Media Centers
The Regional Media Centers represent our largest total investment and provide services to the field. Their common objectives are media training for teachers and media production. Each center has a unique function. At the Southwest Regional Media Center, New Mexico State University, their focus is programmed instruction and instructional systems. Educational motion pictures and related media is the role of the Midwest Regional Media Center at the University of Nebraska. Our Northeast Center at the University of Massachusetts concentrates on transparencies and response systems. Educational television is the charge of the Southern Regional Media Center at the University of Tennessee. We feel the Regional Media Centers are providing programs for the deaf, resources necessary for renewal.

Visual #30 - More Effective Teaching
Concluding Visual.

What Now??

As one travels around the country and participates in conferences such as this, you frequently hear reference made to the Babbidge report or to the studies of Kohl, Vernon, Quigley, Boatner, Hester, Frisina, Stuckless, Meadow, McClure, et.al. All of these studies are arriving at the same basic conclusion, namely, we have all worked pretty hard at this task of educating deaf children but overall the end-product leaves much to be desired. Hence, after the initial shock, some soul searching and a few "mia culpas" we ask "How come?" Data is accumulating to indicate there are several reasons for our lack of real success. It would be rather easy to fall into the trap of adhering to any particular thesis and feel that once this change is made, over a period of time, a bolt from out of the blue will strike and Eureka! we have won the fight!

If we are honest and give a good hard look at the bulk of the children entering our schools today we know there is no one way. If we are realistic we will plan the curriculum of the future, realistically. The small percentage of our bright deaf kids usually "make it" in spite of the system and its obstacles. In the best of all worlds, we will still find a large percentage falling short of the mark even if the controversy on communication were resolved. Perhaps our biggest failure is yet to come. Should we, at this time, not be perceptive enough to make an analysis of the capacity, potential and limitations of deaf persons, should we divest our energies principally in Academe, should we confront our task with little consideration of the social and moral aspects of the deaf person - there can be real failure ahead. One has only to look at the pace of automation and technology, especially the advances in communication and mass media to realize that we must be a great deal more creative and farsighted if the deaf individual of the 1970's and beyond will, indeed, be a fulfilled individual.

One of the early goals of Media Services and Captioned Films was to provide media software. Software necessitated hardware. Mediaware (to use Dr. Wyman's term), necessitated training. An effort was soon launched attempting to provide all of this. The following is the box score:

1. 27,625-prints of 425 titles - 16mm instructional films
2. 11,650-8mm cartridge loop films
3. 168,000-filmstrips

4. 68,600-slides
5. 225,000-transparencies
6. 141,000-items of printed materials
7. 25,000-media equipment items

In 1960 Dr. John Gough found that there was one school for the deaf in the United States with an audiovisual person on the staff. Due to, in a large degree the Media Services and Captioned Films program, almost all schools and programs for the deaf now have a media program and trained staff responsible for this activity. Virtually every administrator, supervisor, trainer of teachers, teacher and teacher in training has been exposed to some type of media training provided by Media Services and Captioned Films.

At this point we might ask, "What has been the result of all this?" "Can we quantify and qualify the Federal investment?" "What has changed?"

Much has changed in programs for the deaf. Classrooms and buildings are reflecting innovation and utilization of media. Media Services and Captioned Films has stimulated an interest and enthusiasm in media. Evidence of this is shown in the application of other federal funds such as Title I, III, and VI-A to providing media capability. In many cases, "hard money" is being used for media or instructional materials centers. As mentioned before, we now find media specialists in most schools. A growing number of teachers are applying advanced techniques in their teaching. They have discovered that what is of significance is learning instead of teaching. They are implementing teaching objectives that measure each increment of learning. In one or two schools there seems to be partial commitment to a systems approach.

On the other side of the ledger we have found projectors we have provided still unpacked. Sometimes they are unpacked and are in the back of a classroom with the dust cover never removed. A recent survey of programs having had Project Hurdle did not make us jump with joy. Project Hurdle, supported by the Southwest Regional Media Center under Dr. Marshall Hester, provided extensive media materials and equipment to many schools in the west and southwest. It provided a media specialist for one full semester. The follow-up indicates there are a few hot spots where the idea really took roots but generally enthusiasm and utilization waned after the specialist left.

As I have mentioned, a very large percentage of educators of the deaf have had some form of media training. Still, one can visit classrooms and schools and little evidence of media infusion in the instructional program.

Through projects or in conferences many, proven models of effective instruction have been brought to the attention of top level school people. These models are intended to promote the idea that educational technology can be part of the solution to the teacher shortage, to quality instruction and to the rising cost of present instructional systems. There seems to be very remote interest in such models and little cognizance of their generalizability. In short, "no takers".

If Media Services and Captioned Films has accomplished one thing - it has, in my judgement, planted the seed for CHANGE. Albeit, the batting average is not remarkable as yet, but change is occurring.

Some of you may be familiar with the "Study of Educational Change and School Improvement" being conducted by the Kettering Foundation. This major study involves eighteen independent school districts in southern California. Some of the findings of this study are germane to this discussion. It asks the question: "Can educators leave the static ways and static guidelines which have dominated the history of schooling and adopt the process ways which must become the educator's ways if the school is to survive?" They are finding, in the League of Cooperating Schools, that it is extremely difficult to effect change in any real sense, while "school keeps". They have discovered that at times teachers run past administrators in a drive to acquire new professional knowledge and skills which they seem not to have needed before. This drive has an impact on administrator's feelings of adequacy. Another poignant result has to do with a malady they call "do-goodism". Service from a university or federal source is sought after and expected by the schools. This comes by way of consulting, speaking, conducting workshops, etc. It is doubtful if much progress results from such service because total involvement and commitment from the faculty does not exist. Also, of consequence is that such service has made schools increasingly dependent and decreasingly self-renewing.

With respect to our field we can observe similar problems and patterns. In my judgement, what has tended to stultify our efforts has been the rather archaic concept of media in the traditional "A-V" matrix. Media is still viewed as a "something nice to have" in a school. It has generally moved higher in the order of importance than an antiquated movie projector and a dozen or so films kept in the basement, to at least a stature as acceptable as carpeting and loop auditory systems. We should not be unhappy. However, what is really lacking is seeing the role of media and educational technology as an integral part of the instructional system as opposed to supplementing the existing system. If hard choices had to be made by many programs for the deaf, their media activities would be cut out along with physical education, art, field trips, etc. Educational technology is more than an appendage to an effective instructional system, it is the system.

A great deal of what I see happening or not happening, I believe, is part of the metamorphasis of educational growth and change. One of the most salient, well written government reports I have come across is the Report to the President and the Congress by the Commission on Instructional Technology. It is of some consolation to read such comments as:

> Dissatisfaction with American education is everywhere evident. Opinions as to what should be done often contradict each other. But there is a clear demand for action that will enhance the learning of the individual student, the effectiveness of schools and colleges, and ultimately the quality of the nation's life.

In view of the recent literature and our own dissatisfaction the following quote is very apropos:

> A state of the art remark goes like this:
>
> Today technology touches only a small fraction of instruction. Colleges, universities, and schools have been using televison, films, computers, or programed texts in instruction, but to a limited extent. The results are mixed, with some institutions making a creative and sustained use of the new media while others, after an initial burst of enthusiasm, quickly losing interest.

Sound familiar?

I have touched on the role and potential of educational technology in my remarks. What I am leading up to is very well said by the Commission:

> Our study has shown that one-shot injections of a single technological medium are ineffective. At best they offer only optional "enrichment". Technology, we believe, can carry its full potential for education only insofar as educators embrace instructional technology as a system and integrate a range of human and nonhuman resources into the total educational process.

As we ponder the future of deaf persons, with the past as prologue, we must have the courage to change the mold if we expect to give them a better "shake". We need to see administrators with commitment to embrace new ideas in a total sense. I feel we are at this stage in the 70's. Media Services and Captioned Films is interested in a demonstration media saturation project in some school for the handicapped. This would be a sizeable investment but hopefully, would develop a model that could be evaluated on the basis of more learning for less dollars. However, before we can take this step we must have commitment from every level to create, if you will, a different school.

Educational technology provides the vehicle by which we can give every deaf child the best and most realistic education. It is unfettered by historical, philosophical dilemmas. If we fail to take immediate action the Babbidge Report 150 years hence, will again chide us for ineffectiveness. The gauntlet is out, someone needs to take it up. Who is up to it?

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EDUCATION OF THE DEAF IN FLORIDA

Floyd T. Christian, Commissioner of Education, Florida
(Delivered by Zollie Maynard, Executive Assistant to the Commissioner)

It seems fitting that this conference should be meeting here in St. Augustine, Florida. For here, in the oldest town in America, you are meeting to discuss one of man's oldest concerns -- deafness: Its causes and possible ways to keep deafness from occurring -- educational procedures for the deaf child, youth, and adults -- vocational and professional opportunities for the deaf members of our society. Yet, here in Florida, at the beginning of this new decade, we offer you even more than the rich heritage of history found along San Marco.

We offer you the challenge of your new world as seen only 120 miles away at Cape Kennedy.

It is this bringing of the new world to bear on the knowledge gained through the centuries which I would like to explore with you today. I do not pretend to be an educator of the deaf; I do not pretend to know the history of educational procedures for deaf children, or the history of hearing aids, or the history of the social treatments of the deaf. As a Commissioner of Education, however, I do know that a person in my position wants the best for the children he represents: The best health, the best education, the best employment possibilities, the best family life, the best social life that our knowledge, past and present, can offer.

As to health and the deaf child in the 1970's -- First, certainly it is hoped that many of the diseases which cause deafness will be eliminated by preventive medicine. It is our duty -- yours and mine -- to educate parents and prospective parents to take advantage of innoculations and other medical procedures advocated by our medical associations and health agencies.

Second, what a marvelous step forward it will be when we will know if a child is deaf within the first year of his life. Although many children are now being tested at birth for possible hearing loss, too many children are four, five and six years old before they are found to have impaired hearing.

Third, I can think of no finer group than yours to encourage the public at large and the medical and education professions in particular to continue and extend the testing during this decade of each child's hearing. Too many children still must prove that they are hearing impaired. They prove that they have severe hearing losses by failure in school, lack of spoken vocabulary, and behavior which is not the same as their brothers, sisters or playmates.

Another point which I believe we can put under the heading of "health" is hearing aids. During the 1970's I can only imagine that hearing aids will be better constructed, presenting a better image of sound to the ear, and -- let's hope -- will be less expensive.

As to the education of the deaf -- I understand that there are some differences of opinion as to the best method of teaching the deaf child. Regardless of these disagreements, I believe we would all agree that education of the deaf is on the threshold of greatness. During the 1970's, perhaps you will take the best of your scientific world and bend its offerings toward helping the deaf.

For example, I understand that it is not unusual for a young deaf adult to be two to three years academically behind his hearing friends. With the assistance of early identification of children with hearing loss, with better amplification, with better medical care for our young deaf, hopefully this academic gap will be closed.

Perhaps more important, however, from my point of view, is the teaching which our deaf students obtain. Surely if there is any meaning to the words "individualized instruction" these words come to life when thinking of the young deaf child and his education. Not only does "individualized instruction" mean a different type of hearing aid for each child who needs one; but individualized instruction also means what method seems to present our language best to this *particular child*; what future or futures seem best for this *particular child* -- not deaf students in general. It will be interesting, to see what the Model High School for the Deaf presents on these matters.

When speaking about education, I must include education of parents, also. We are very dependent upon the understanding of parents when we speak about education. I can only imagine this to be even more true of parents with a child who is deaf. I can think of no reason, however, why a parent of a small child who is deaf would know how to help this child.

What frustration there must be to realize that the major form of discipline -- the human voice -- is no longer of use to you. How confusing to see that you must be in the line of vision before your message can be interpreted. So I can only image that one of the largest jobs of educators of the deaf is to assist the parents of the child.

May I join with you in hoping that the 1970's offer all of us the opportunities of talking with parents before their confusion, hurt and misunderstanding become too large.

As to vocational and professional futures for the deaf -- once again, it seems that vocations are receiving the dignity which they should receive. To a large degree, I envy you the opportunity of surveying this new decade and discovering new roads for our deaf adults to follow. Once again I caution, however, that individualized guidance like individualized instruction will be required more in the seventies than ever before. Where once shoe repair and printing were thought of automatically for the boys and beautician and packaging were thought of for the girls, these vocations are only a few of hundreds provided in our technical world.

I would like to insert a Florida note here, if I may. I sincerely hope that you are as fortunate in your state as we are here with the assistance from Vocational Rehabilitation. Our Vocational Rehabilitation people were so helpful that they were wooed away from the Department of Education to another state agency. This, of course, is one of the highest compliments given to a division -- being wanted by more than one state agency.

Nor has this change in affiliations altered the assistance provided by these men and women in Vocational Rehab. to our deaf students and adults. The only detriments to their assistance seem to be the time-honored ones: A heavy case load, lack of sufficient time -- and money.

I share with you the enthusiasm for the National Institute of Technology for the Deaf located in Rochester, N. Y. We are watching with interest its progress. Once again, it seems that a program for the handicapped will help all education in planning appropriate types of education for its children.

When speaking of the best family life, I mean all of the things which have been mentioned earlier. To have a good family life, it seems to me that this should be holding a job which is within the person's ability, interest, and in which he takes pride; his home is within his means and is well-tended; his health and his family's health are good; he is protected by law and can obtain legal counsel if and when needed.

Along with his family life, is also the deaf adult's social life. Certainly our education for the deaf should include the important opportunities for any given adult to select the social environments into which he wishes to fit, play, work, and live. I hope that our educational systems do not confine our students to only one or -- at most -- two social worlds in which they feel comfortable.

Much more could be said -- and I am sure much more will be said -- on these matters before your conference is over.

May I again welcome you to Florida where we have the oldest community and also the launching pad for walks on the moon. Perhaps, in conclusion, this is the year of the dog according to the Chinese, the age of aquarius, according to astrologists, and the decade of the deaf according to educators. May I join you in making the last come true.

A COOPERATIVE PROGRAM OF VOCATIONAL REHABILITATION FOR DEAF STUDENTS AT THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Craig Mills, Director, Division of Vocational Rehabilitation, Tallahassee, Florida

Many of you attended the Las Cruces Conference on Education and Vocational Rehabilitation of the Deaf in the Fall of 1967. That national conference brought together nearly all of the Rehabilitation Directors in the country along with Executives of Schools for the Deaf, representatives of public and private agencies serving the deaf and many deaf people. We were challenged as never before to do something dramatic in serving the deaf, and certainly Vocational Rehabilitation and State Schools for the Deaf were challenged to pool their efforts and resources.

This was a timely meeting for us as we had taken a hard look at our Vocational Rehabilitation program for the deaf in 1966 and had to admit that we did not have much to offer our deaf clients. We had maintained a counselor at the School for the Deaf for a number of years, but there was practically no liaison with our District Offices. We had practically no staff members in the field who were capable of working with the deaf, and no one in the State Office responsible for coordinating a State-wide program for deaf clients.

We had three or four staff members who had attended short courses at Gallaudet or the University of Tennessee, but we really had not taken advantage of their training. We realized even before Las Cruces that if we were to have an effective program in Florida we had to have a close working relationship with the School for the Deaf and we had to have an adequate staff of counselors who were able to communicate with the deaf.

We had explored the training opportunities and had asked the University of Tennessee and the program at Monmouth, Oregon to give us openings at each of their sessions, and we developed a vigorous program of recruitment among our own staff.

Dr. William McClure became President of the Florida School for the Deaf prior to the Las Cruces meeting, and indicated that he would like to have an active Vocational Rehabilitation unit on the campus. With this encouragement and leadership, we joined hands to develop a cooperative program.

You are all aware of the inter-agency system of "third party" Vocational Rehabilitation programs in which another unit of government contributes funds or designates certain staff members to participate in a joint program with Vocational Rehabilitation. These funds or the salaries of these staff members are certified as State matching funds to earn federal Vocational Rehabilitation funds for an expanded rehabilitation project. This has become a standard procedure in most states.

Our program operates through a Program Policy Planning Committee which is chaired by Dr. McClure and includes the Principal of the School for the Deaf, the Director of the Evaluation Center, the Supervising Teacher of the Advanced Academic Department, and the Supervising Teacher of the Vocational Department of the School. Representing Vocational Rehabilitation are the Jacksonville District Director, the Supervising Counselor stationed at the school, and a member of the State Vocational Rehabilitation staff. A sub-committee of four members conducts the day to day implementation of the plan.

The program calls for all deaf students age fourteen or above, to be referred to Vocational Rehabilitation. Under the program plan each student should have the opportunity to progress through a three-phase program of evaluation, personal adjustment and prevocational training and on-the-job training in addition to pursuing his regular academic or vocational program.

This cooperative program calls for diagnosis, evaluation and assessment, counseling, training, instruction and teaching. The school provides a curriculum composed of academic, prevocational, vocational and personal adjustment training. Selected students will be placed in on-campus job-training stations or in on-the-job training in the community. While students are at home during the summer, the home-district counselor will endeavor to develop on-the-job experience and tutorial or personal adjustment training if needed. Every effort is made to provide feed-back of information to all who are working with each student.

Vocational Rehabilitation can assist in providing hearing aids when recommended, other prosthetic appliances, and certain medical services which may be beyond the scope of those usually provided by the school.

The program at the Florida School for the Deaf offers an unusual opportunity for work evaluation because of the splendid staff and equipment in the vocational program. This extensive shop program plus extensive plant and grounds maintenance operations, offer many opportunities for individually planned rotation to work assignments of a sampling or tryout nature. Under appropriate supervision by a skilled work-evaluator and teacher this can be the core of the vocational diagnosis and evaluation process. Over a period of several years each student will have the opportunity to go through the sequence of evaluation, personal adjustment and prevocational training and perhaps vocational training or on-the-job training.

No other possible combination of resources in our State could bring together the skills of the academic and vocational staffs, the audiologist, the psychologist, the social worker, the physicians and the rehabilitation counselor and bring them to bear in such a coordinated fashion for the benefit of deaf students. Never before have we had such extensive information available to us on deaf clients, or such an extended period in which to plan a post-school program for deaf students.

But much of this good work could be lost without adequate follow-up or support from the home district.

To avoid this problem we bring our counselors from all sixteen districts to St. Augustine every quarter. This gives them an opportunity to meet their students in a counseling session with the counselors who are working at the school. In this way the home district counselor can take part in developing the plan for further training or job placement and can be assured that the plan is realistic.

The student can get to know the home-district counselor and look on him as a friend rather than a stranger he must report to when he graduates.

The home counselor keeps duplicate case folders on each student-client, makes contacts with the family, and as indicated earlier, will endeavor to work with each student when he is at home during the summer.

These quarterly meetings serve as a staff training conference for our counselors for the deaf and give them an opportunity to hear programs presented by faculty and staff of the school, outside consultants and deaf leaders.

An additional feature of the cooperative program is the summer evaluation program for low-achieving deaf youths and adults. For eight weeks during the summer period certain faculty and staff members join with the rehabilitation staff to provide an intensive evaluation and personal adjustment training program for fifteen to twenty young people sent in from all our districts. Generally these are people who are practically illiterate, have little or no communication skills, and are unemployed. As a result of this program, the past two summers we have been able to make plans for a substantial number of this difficult group. A third session is being planned this summer. In most parts of the state we do not have any facility for evaluation or personal adjustment training for low-achieving deaf. This summer program has partially filled this need and has helped us to develop programs for these clients in a few of the workshops and rehabilitation facilities.

We now have three full-time counselors and two secretaries at the school. There are fifteen counselors in the Districts who have attended one or more of the counselor training programs at Tennessee or Monmouth. Two counselors have Master's Degrees from Gallaudet. One of these is deaf. Eight of our supervisory staff have had training. One finished the Leadership Training Program at San Fernando Valley last year and another is there now. We will send six or eight people to Oregon this year for the orientation program, and will have others attending the one-quarter program at Tennessee.

We had 197 deaf persons rehabilitated last year. We have 15 at Gallaudet, four at N. T. I. D., 21 attending Junior Colleges, seven at other Senior Colleges, four in out-of-state special programs, 14 in technical or commercial schools, 10 in Vocational Schools, 25 in Workshops and Facilities, and 53 who are in other public school classes. There are 224 students at the Florida School for the Deaf who are also rehabilitation clients.

There are 417 others who are referrals or who are in some other stage of service for a total of 787.

In the two and one half years since Las Cruces, we have come a long way. The cooperative program at the School for the Deaf will always be the major hub of our Vocational Rehabilitation program for the deaf. We can be sure that every deaf student there gets our service. We hope that with this base for experience, staff development, and in-service training, we can expand our program in every District to reach every deaf person who needs rehabilitation services.

Minutes
of
The Forty-Second Meeting
of
The Conference of Executives of American Schools for the Deaf

Ponce de Leon Lodge
St. Augustine, Florida
April 5-10, 1970

I. CALL TO ORDER

President Ben E. Hoffmeyer called the meeting to order at 9:00 A.M., April 6, 1970

II. ADOPTION OF OFFICIAL PROGRAM AND AGENDA

Dr. William J. McClure moved that the program and agenda as printed be adopted, seconded by Mr. George Thompson, and passed.

III. COMMUNICATIONS

The President read communications from the following: Dr. Mary Switzer, Mrs. Ethel A. Poore, Dr. Elwood Stevenson, Dr. Richard G. Brill and Dr. J. A. Klein.

IV. INTRODUCTION OF NEW EXECUTIVE HEADS OF SCHOOLS

The following new heads of schools for the deaf were introduced by the President:

Dr. William N. Craig, Superintendent, Western Pennsylvania School for the Deaf

Mr. John Caple, Acting Superintendent, Georgia School for the Deaf

V. OFFICIAL PROXIES

The following persons were accepted as official proxies:

Mr. Gary Curtis, American School for the Deaf, representing Dr. E. B. Boatner

Dr. Eugene O. Mencke, University of Oklahoma Medical Center, representing Dr. Helen Ross Walker

VI. ROLL CALL OF MEMBERS

The President requested that all regular and associate members register on the cards provided by the Secretary. All members and guests present were asked to stand and introduce themselves. Dr. Hoffmeyer introduced

Mr. Rance Henderson as Superintendent-elect of the North Carolina School for the Deaf.

VII. APPROVAL OF NEW SCHOOL MEMBERS

Dr. Hoffmeyer read a list of new school members that have been recommended by the Executive Committee for membership in the Conference. Upon a motion made by Dr. Stanley Roth, seconded by Mr. William J. McConnell, the following school members were approved:

1. James Madison School, etc.
2. Seattle Community College, etc.
3. Delgado College Academic, etc.
4. St. Paul Technical Institute, etc.
5. Hackensack Program for the Deaf, etc.
6. San Mateo Classes for the Deaf, etc.
7. Western Suburban Association, etc.
8. Northwestern Illinois Association, etc.
9. Southwestern School for the Deaf, etc.
10. Black Hawk Hearing Handicapped, etc.
11. SELACO program for the Deaf, etc.

VIII. APPROVAL OF ASSOCIATE MEMBERS

President Hoffmeyer read the names of those recommended for associate membership by the Membership Committee. Nominations were also accepted from the floor. Upon motion made by Mr. Roy Parks, seconded by Dr. John Harrington, and passed, the following were approved for associate membership:

NAME	NOMINATOR
1. Dr. John G. Nace	Mr. Paul J. Rudy
2. Mr. Albert G. Seal	Dr. Lloyd V. Funchess
3. Mr. S. Theadore Guttadore	Dr. Armin Turechek
4. Miss Patricia Stafford	Dr. Kenneth R. Mangan
5. Mr. Virgil Flathouse	Dr. Kenneth R. Mangan
6. Miss Vivian Tasker	Dr. Kenneth R. Mangan
7. Dr. Robert Prince	Dr. Kenneth R. Mangan
8. Mr. Wendell Duncan	Dr. Kenneth R. Mangan
9. Dr. McCay Vernon	Mr. David Denton
10. Mr. Kenneth Kritz	Mr. David Denton
11. Mr. William Greene	Mr. David Denton
12. Mr. Peter Ripley	Dr. Ben E. Hoffmeyer
13. Dr. Frieda Hammermeister	Dr. William N. Craig
14. Dr. James A. Fricke	Mr. David Denton
15. Miss Matte Lee Box	
16. Miss Kathleen McKinney	
17. Mr. Marvin Borley	
18. Miss Margaret Moore	
19. Mr. Harry Penny	

20. Mr. John Shipman
21. Mr. Robert Van Dyke
22. Miss Alvarez
23. Dr. Hubert Summers

Mr. Joe R. Shinpaugh

IX. RECOGNITION OF HONORARY MEMBERS

Dr. Laurene Walker, retired Superintendent of the South Carolina School for the Deaf and the Blind was recognized.

X. APPROVAL OF MINUTES OF THE 41st MEETING IN BERKELEY, CALIFORNIA

Upon motion of Dr. Armin Turechek to approve minutes of the 41st meeting of the Conference, held at Berkeley, California, seconded by Mr. Richard Lane, the minutes were accepted.

XI. PRESIDENT'S REPORT

Dr. Ben E. Hoffmeyer, President of the Conference of Executives and Superintendent of the North Carolina School for the Deaf, gave his report, which is printed elsewhere in these proceedings.

The meeting was adjourned at 9:45 A.M.

FIRST BUSINESS MEETING
Monday, April 6, 1970

The first business session of the 42nd meeting began at 10:00 A.M. in the conference room at the Ponce de Leon Lodge, St. Augustine, President Hoffmeyer presiding.

XII. REPORT OF THE TREASURER

Dr. Howard M. Quigley, Executive Manager, presented a financial report for the Treasurer. A copy of this report, for the period July 1, 1969 to March 31, 1970 is printed elsewhere in these proceedings.

XIII. REPORT OF THE EXECUTIVE MANAGER

Dr. Howard M. Quigley presented the Executive Manager's report, a copy of which is printed elsewhere in these proceedings.

XIV. REPORT OF THE EDUCATIONAL MEDIA DISTRIBUTION CENTER

Dr. Howard M. Quigley presented the report on operations at the Educational Media Distribution Center, a copy of which appears elsewhere in these proceedings.

(At this point President Hoffmeyer asked the Conference participants for ideas and/or suggestions for making use of CEASD funds now available, to help deaf children.)

XV. REPORT OF THE EDUCATIONAL MEDIA CORPORATION

Dr. Roy M. Stelle presented the report of the Educational Media Corporation, including finances. A copy is printed elsewhere in these proceedings.

XVI. REPORT FROM NACED

Mrs. Patricia G. Forsythe, Executive Secretary of the National Advisory Committee on Education of the Deaf, Department of H.E.W. Washington, D. C., made the following statements:

The NACED was created by law in 1965 and consists of twelve members. The Committee has three functions: (1) to review programs for the education of the deaf; (2) to look at research and make recommendations to the Secretary (H.E.W.) for improving programs; (3) to encourage the collection of data with regard to the education of the deaf and to make recommendations to the Secretary for new legislation.

The Committee meets twice a year, and has offices in the Office of the Secretary, Robert Finch.

Two laws have been passed delegating the NACED's responsibilities; (1) serve as advisor to the Secretary on the Model Secondary High School for the Deaf and (2) the National Media Center.

The Committee is involved in legislation concerning the deaf, particularly, but also legislation on the handicapped - besides the deaf and the blind. Copies of a list of legislation which has already been passed were distributed.

NACED committees serve four age groups: 0-5, 6-16, 17-21 and 21-plus, with a chairman of each group. When a problem arises within a particular age group, only that group is called together to discuss the problem.

Two planning grants have been awarded, one to Catholic University and one to George Washington University, both in Washington. Their mission is to study how to organize all media activities for the handicapped. Planning funds have been appropriated for this program and have been given top priority. Any college or university can present a proposal on the topic "A Design for a

National Media Center". All proposals must be in by September 1, 1970.

XVII. REPORT OF THE ANNALS JOINT ADMINISTRATIVE COMMITTEE

Dr. William J. McClure, chairman of the Joint Committee, presented a report to the Committee. Dr. Howard Quigley presented the financial report. These reports appear elsewhere in these proceedings.

Dr. McClure thanked Dr. Quigley for putting ANNALS funds on a business like basis. He stated it took a great deal of organization and planning to do it, and as a result the ANNALS is now in the position to become more self-supporting.

President Hoffmeyer then thanked Dr. McClure for serving as Chairman of the Joint Committee, spending a great deal of time on the Committee's work in addition to his duties as President of the Florida Schools.

President Hoffmeyer asked for the reaction of the conference participants as to legislation being passed by some states enabling local school systems to set up classes or a class for the deaf in questionable areas with untrained teachers with no professional supervision. The Presdient stated that the Conference was not looking on this as competition because most state schools have a waiting list, but the Conference is interested in seeing organized programs for the deaf instituted. By a show of hands denoting interest in this subject the President asked the chairman of the Resolutions Committee, Mr. Richard Lane, to draft a resolution to this effect.

The meeting was adjourned at 11:45 A.M. for the Conference picture.

SECOND BUSINESS MEETING
Tuesday April 7, 1970

The second business session of the 42nd meeting of the Conference was called to order by President Hoffmeyer at 11:25 A.M.

XVIII. REPORT OF THE EXECUTIVE COMMITTEE MEETING

President Hoffmeyer reviewed the activities of the Executive Committee as follows:

(1) Approval of New Associate Members:

On a motion made by Dr. Marvin Clatterburk, seconded by

Mr. David Denton and passed, the following were accepted as associate members of the Conference of Executives:

NAME	NOMINATOR
Dr. Gilbert Delgado	Dr. Howard Quigley
Dr. James Fricke	Mr. David Denton
Dr. Eleanore Murphy	Miss Frances Cronin
Mr. Fred Schreiber	Mr. David Denton
Mr. Mervin Garretson	Mr. David Denton

(2) Change of the constitution to establish a nominating committee:

President Hoffmeyer asked for a motion to authorize the Executive Committee to have the by-laws changed to permit the establishment of a nominating committee, the change in by-laws to be published in the NNALS thirty days before the next regular meeting to be held in Little Rock. Nominations may also be made from the floor. Motion was made by Mr. Bruce Siders, seconded by Sister Nora and passed.

(3) Discontinuation of the Educational Media Committee:

On a motion made by Mr. Eldon Shipman, chairman of the Educational Media Committee, seconded by Mr. Walter Bellhorn and passed, the committee on Educational Media was dissolved because of lack of activities.

(4) Continuation of the Higher Education Committee:

President Hoffmeyer stated that the Executive Committee had received a request from the Committee on Higher Education, which was established for the purpose of helping Gallaudet College during troubled times, to be discontinued because it had not functioned for some time. The Executive Committee decided that the Committee does have work to do and suggested that the Committee be continued.

(5) Expense accounts for the President and the Executive Manager:

On a motion made by Dr. Marvin Clatterbuck, seconded by Mr. Melvin Brasel and passed, the travel and expense accounts were established at $1,000 each for the President and the Executive Manager.

(6) Invitations for future meetings:

The Executive Committee recommended that future meetings be planned at least four years in advance of the meeting dates. Motion was made by Mr. Richard Youngers, seconded by Mr. Kennedy and passed, that this procedure be observed.

(7) Compilation of Minutes of previous meetings:

The President announced that it is the desire of the Executive Committee to get together all minutes of past meetings of the Conference of Executives and keep a complete set of them in the National Office, It is suggested that the complete minutes might at some future date be published.

(8) The Executive Manager's salary:

The President stated that it was felt that the Executive Manager had really helped the Conference and since the cost of living is continually going up, he believes the Executive Manager's salary should be increased 10%. Motion was made by Dr. Hugo Schunhoff, seconded by Mr. James Little and passed that the recommended increase be granted.

(9) Fringe benefits for employees in the National Office:

The Executive Committee authorized fringe benefits such as medical and hospital insurance, as well as social security, for employees of the National Office, up to 12% of salaries paid, and to be included in the Executive Manager's proposed budget. Motion was made by Dr. Edward Tillinghast, seconded by Mr. Alfred Lamb and passed authorizing this action.

(10) Communication from Pathfinders, Inc.:

The President reported that a request has been received from Pathfinders, Inc., a travel agency, regarding a tour of Acapulco, Mexico, after the convention in Little Rock, in June 1971.

(11) Attendance at the American Association on Mental Deficiency Meeting:

Dr. Lloyd Graunke has been asked by the President to attend a meeting of the American Association on Mental Deficiency in Washington, D. C. to provide better programs for the mentally retarded deaf. The President asked for a motion that a Joint Committee be established toward improving programs for the mentally retarded deaf. Motion was made by Mr. Joseph Youngs, seconded by Dr. Stanley Roth and passed, to establish such a committee.

(12) Requests from the Executive Manager:

Dr. Quigley stated that occasionally matters of general interest to the Conference are involved in committee correspondence, and he would appreciate information copies of such correspondence that is pertinent to the national office files.

He also stated that he would like to contact editors of school papers for reprints of articles of general interest, to be used by the national office for free distribution.

The second business session adjourned at 12:00 noon.

THIRD BUSINESS MEETING
Wednesday, April 8, 1970

The third business session of the 42nd meeting of the Conference was called to order by the President at 9:15 A.M.

The President asked for a motion to accept the following nominees for associate membership:

NAME	NOMINATOR
Mr. Frank Sullivan	Dr. Kenneth Mangan
Mr. Albert Pimental	Mr. David Denton

Motion for acceptance was made by Dr. Lloyd Graunke, seconded by Dr. Kenneth Mangan, and passed.

XIX. REPORTS OF STANDING COMMITTEES OF THE CONFERENCE

(1) Accreditation of schools:

In the absence of Dr. Edmund Boatner the report on accreditation of schools was given by Mr. Lloyd Harrison. A copy of this report appears elsewhere in these proceedings.

(2) Dormitory counselors -training and certification:

The report was given by Mr. Lloyd Harrison. He stated that the Committee recommends that a new classification be added. He proposed the following motion:

> Any dormitory counselor who, in the opinion of the executive head of a member school, has given   service for a period of fifteen years or more shall be eligible for special certification. This certification is for the purpose of recognizing personnel who have given outstanding service for many years. Applications for special certification must be made prior to December 31, 1972.

The motion was seconded by Mr. Joseph Youngs and passed.

(3) The deaf-blind:

Mr. Edward Reay gave the report for the Committee, and a copy of this report is printed elsewhere in these proceedings.

DISCUSSION ON THE WAGE AND HOUR LAW

The President stated that 90% of the schools have had to comply with the federal wage and hour law and asked Dr. McClure to tell the group of some of the problems as encountered by the Florida School.

Dr. McClure commented that the wage and hour law had destroyed all incentive for dedicated employees, and every interpretation of the law was for the benefit of the employee. He cited many examples, incidents, etc. which have occurred at the Florida School under the law with houseparents, dietary employees and boiler room employees. He wondered if any action should be taken by the Conference. He suggested that perhaps the President could get the thoughts together and have a resolution written.

Dr. Clatterbuck told about the Oregon School which is able to hire a higher caliber of employee by instituting the forty hour week. He stated that the employee comes to work fresh in the morning at 8:00 o'clock, takes the children to school and then becomes a teacher aide. Another employee comes on at 3:00 o'clock, leaves at 11:00, and a skeleton force comes at 11:-- P.M., stays awake on the night shift, and the shifts double up at breakfast. Because of this, salaries have been increased.

One school reported it has three dormitories with only one houseparent on duty in each dormitory at night.

The President stated that perhaps if the Conference feels it necessary, a committee could carry this matter to Washington. Mrs. Forsythe asked if this shouldn't be done at the state level first. Most of those present felt that it would be better to go to Washington.

Other comments: try to have houseparents identified as professionals, since it is one of the intents to declare their work as a profession; consideration of the para-professional aspects.

It was decided that the Dormitory Committee would be the logical group to work on this problem.

(4) Education research:

No report given.

(5) Higher education:

Dr. Graunke presented the committee report. He moved that the report be accepted, seconded by Mr. John Caple, and passed.

The third business session adjourned at 10:15 A.M.

FOURTH BUSINESS MEETING
Wednesday, April 8, 1970

The fourth business session of the 42nd meeting of the Conference was called to order by the President at 2:30 P.M.

XIX. (continued)

(6) Interagency committee:

The report was given by Dr. Ralph Hoag. A copy of the report is printed elsewhere in these proceedings.

(7) Membership Committee:

The report was given by Dr. Joseph Giangreco. It is printed elsewhere in these proceedings.

Dr. Giangreco moved that the $15.00 regular membership dues per member be included in one billing for the school membership. The motion was seconded by Dr. Roy Stelle, and passed.

Dr. Giangreco moved that the Membership Committee be authorized to accept or reject new regular or associate members. Mr. Harrison seconded the motion and it was passed.

(8) Multiple handicapped:

The report was presented by Mr. Robert Kennedy. A copy is printed elsewhere in these proceedings.

(9) Statistics:

Mr. David Denton presented the report, a copy of which is printed elsewhere in these proceedings.

(10) Public relations:

The report was given by Dr. Stanley Roth. A copy appears elsewhere in these proceedings.

(11) Council of Organizations Serving the Deaf:

The Committee report was made by Dr. Stanley Roth. A copy of this report is printed elsewhere in these proceedings.

(12) Resolutions Committee:

Mr. Richard Lane presented the resolutions which had been handed to the Committee. All resolutions were passed and are as follows:

No. 1. Appreciation for the McClure and staff. Motion made by Mr. Brasel, seconded by Mr. Brady.

No. 2. Appreciation for the Board of Trustees, Mrs. Castro and Mr. Lester Huffstetler. Motion made by Mr. Adams, seconded by Mr. Myklebust.

No. 3. Appreciation for the Ponce de Leon Lodge, Coco Cola Bottling Company, Women's Exchange and the City of St. Augustine. Motion made by Mr. Brasel, seconded by Mr. Rudy.

No. 4. Appreciation for Dr. Roy Stelle and the Program Committee. Motion made by Dr. Graunke, seconded by Dr. Demeza.

No. 5. Request for a national in-depth study workshop for multiple handicapped deaf children. Motion made by Sister Nora, seconded by Sister Karen.

No. 6. Appointment of a Joint Committee between CEASD and the American Association on Mental Deficiency. Motion made by Dr. Graunke, seconded by Dr. Behrens.

No. 7. Endorsement of accomplishments of the National Technical Institute for the Deaf. Motion made by Dr. Hoag, seconded by Mr. Parks.

The above resolutions are printed elsewhere in these proceedings.

The fourth business session adjourned at 3:30 P.M.

FIFTH BUSINESS MEETING
Thursday, April 9, 1970

The fifth business session of the 42nd meeting of the Conference was opened by the President at 1:40 P.M.

XIX. (continued)

(13) Vocational Education:

The report was given by Mr. Roy Parks, and appears elsewhere in these proceedings.

(14) Joint Committee on Audiology and Education of the Deaf:

In the absence of Dr. William Castle the report was given by Dr. James Fricke, a copy of which appears elsewhere in these proceedings.

(15) Council on Education of the Deaf and Legislation:

The report was presented by Dr. George Pratt, a copy of which is printed elsewhere in these proceedings.

(16) The Educational Media Committee:

The report was given by Mr. Eldon Shipman, a copy of which is presented elsewhere in these proceedings.

(17) Parent Education:

The report was presented by Mr. Kenneth Huff. A copy of the report appears elsewhere in these proceedings.

XX. SUPPLEMENTARY REPORT BY THE JOINT ANNALS ADMINISTRATIVE COMMITTEE

Dr. McClure stated that the Committee had held two meetings during the Conference. Reports of the meetings appear elsewhere in these proceedings.

XXI. ELECTION OF OFFICERS

Dr. Edward Tillinghast nominated Mr. Lloyd Harrison, Missouri School for the Deaf, for the office of President-elect. Mr. Albert Douglas moved that the nominations be closed, seconded by Mr. Brasel and passed. Mr. Harrison was unanimously elected.

Dr. William McClure nominated Sister Nora, St. Mary's School, for the office of Secretary. Mr. Huff moved that nominations be closed, seconded by Dr. Pratt and passed. Sister Nora was unanimously elected.

Mr. Albert Douglas nominated Mr. William McConnell for the office of Treasurer. Mr. Brasel moved that nominations be closed, seconded by Mr. Lane and passed. Mr. McConnell was unanimously elected.

To fill one vacancy for a three year term on the Executive Committee Mr. Joseph Youngs nominated Dr. Donald Plummer, Manitoba, Canada. Mr. Parks moved that nominations be closed, seconded by Mr. Lane and passed. Dr. Plummer was unanimously elected.

To fill a second vacancy for a three year term on the Executive Committee Mr. Brady nominated Mr. Newton Walker, Mr. McConnell nominated Mr. Eldon

Shipman and Dr. Turechek nominated Dr. Ralph Hoag. Dr. Clatterbuck moved that nominations be closed, seconded by Mr. Adams and passed. Dr. Hoag was elected, following a count of written ballots.

XXII. NOMINATIONS FOR HONORARY MEMBERSHIP

Dr. Edward Tillinghast nominated Dr. Sam Craig, Dr. Laurens Walker and Dr. Leonard Elstad as honorary members, seconded by Mr. Parks and passed.

XXIII. INVITATIONS FOR CONVENTIONS

Mr. Donald Kennedy extended an invitation to the Conference to hold its 44th meeting in 1972 in Toronto, Canada. Mr. Huff so moved, seconded by Mr. Thompson and passed.

Dr. Armin Turechek extended an invitation to the Conference to hold its 46th meeting in 1974 in Colorado Springs, Colorado. Dr. Clatterbuck so moved, seconded by Mr. Reay and passed.

XXIV. ADDITIONAL RESOLUTIONS

Mr. Richard Lane submitted three additional resolutions, all of which were approved. They are as follows:

No. 8. Provision for at least one deaf adult person on future programs. Moved by Dr. Graunke, seconded by Mr. Denton.

No. 9. A telegram to Secretary Robert Finch regarding immunization against German measles. Moved by Mr. Adams, seconded by Dr. Behrens.

No.10. Drafting of legislation and guidelines for new programs, assuring sound educational practices. Moved by Mr. Youngers, seconded by Mr. Denton.

XXV. THANKS TO THE INTERPRETERS

In recognition of the excellent interpretation provided the deaf members of the audience by volunteer participants, the President expressed thanks to the interpreters in behalf of the group.

The meeting adjourned at 4:00 P.M.

Respectfully submitted,

Joe R. Shinpaugh

Joe R. Shinpaugh
Secretary

pbm

PROFESSIONAL BUSINESS MANAGEMENT, INC.
mid-atlantic states
1012 TWENTIETH STREET, N. W. / WASHINGTON, D. C. 20036 / PHONE: 338-3200
DIVISIONS: MANAGEMENT CONSULTING; LIFE ESTATE PLANNING

SOCIETY
OF
PROFESSIONAL
BUSINESS
CONSULTANTS

December 10, 1970

Conference of Executives of the
American Schools for the Deaf
5134 Wisconsin Avenue, N. W.
Washington, D. C.

Gentlemen:

At your request we have conducted an audit of the books and records of the Conference of Executives of the American Schools for the Deaf for the period of July 1, 1969 through June 30, 1970, and submit herewith the following statements:

Statement of Receipts	Exhibit A
Statement of Disbursements	Exhibit B
Statement of Recapitulation of Cash	Exhibit C

In our opinion the bookkeeping records have been kept in a neat and orderly manner and all entries have been made consistent with sound accounting principles.

Respectfully submitted,

PROFESSIONAL BUSINESS MANAGEMENT, INC

By: William E. Poist
William E. Poist

WEP
af

Record the Past   *Direct the Present*   *Plan the Future*

CONFERENCE OF EXECUTIVES

OF AMERICAN SCHOOLS FOR THE DEAF

STATEMENT OF RECEIPTS

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT A

American Annals of the Deaf

RECEIPTS:

Royalties - Microfilm Sales - Back Issues	$ 296.22
Subscriptions:	
Individual	9,782.70
Bulk	763.00
Membership	19,265.00
Sales of Magazine - Single Issues and Back Copies	8,339.65
Sales of Books and Pamphlets	6,093.00
Advertisements	5,146.85
Publishing Service	3,000.00
Sales of Address Lists	644.65
Sales of Directory - 1969 Edition	2,881.75
Sales of Directory - 1970 Edition	241.00
Special Publishing Projects	9,647.00
Overpayments	81.00
Miscellaneous	12.79
Grants - DHEW/Social and Rehabilitation Services	52,000.00
TOTAL RECEIPTS	$118,194.61

Educational Media Distribution Center

RECEIPTS:

Education Contracts:	
Basic Charge	$104,774.00
Indirect Cost	5,658.50
Reimbursable Items	142,305.92
Special Publishing Projects	19,516.00
Miscellaneous	332.81
TOTAL RECEIPTS	$272,587.23

STATEMENT OF RECEIPTS

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT A

National Headquarters Office

RECEIPTS:

Interest	$ 721.20
Memberships:	
Associate and Regular	3,010.05
School	8,280.20
Sales of Books and Pamphlets	678.50
Publishing Service	4,435.00
D.U.C.B. for Payment on 7/15/70:	
From American Annals of the Deaf	502.45
From Educational Media Distribution Center	1,238.32
Miscellaneous	33.85
TOTAL RECEIPTS	$ 18,899.57

Teacher Training and Certification Committee

RECEIPTS:

Interest	$ 90.90
Application Fees	3,409.09
TOTAL RECEIPTS	$ 3,499.99

CONFERENCE OF EXECUTIVES
OF AMERICAN SCHOOLS FOR THE DEAF

STATEMENT OF DISBURSEMENTS

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT B

American Annals of the Deaf

DISBURSEMENTS:

Salaries and Related Taxes	$ 30,731.02
Rent	992.63
Office Supplies and Equipment	455.18
Travel	1,165.43
Telephone, Postage, and Freight	2,506.09
Printing and Duplication for Office Use	1,054.33
Printing of Magazine Issues, Pamphlets, and Books	60,018.82
Mailing Lists:	
Correction and Printouts for Office Use	1,030.60
Printouts for Sales	388.72
Books Purchased for Resale	2,852.85
Equipment Purchases and Maintenance	65.05
Office Remodeling and Painting	8.34
Accounting, Secretarial and Other Special Services	593.56
Publishing Consultant Services - Layout, Pasteup, Proof.	16,384.08
Special Publishing Projects	9,423.50
Refunds	221.65
Miscellaneous	1,029.80
TOTAL DISBURSEMENTS	$128,921.65

Gain (Loss)................................ ($10,727.04)

STATEMENT OF DISBURSEMENTS

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT B

Educational Media Distribution Center

DISBURSEMENTS:

Salaries and Related Taxes	$ 45,685.21
Rent	5,312.64
Office Supplies and Equipment	482.18
Travel	2,471.47
Telephone, Postage, and Freight	426.42
Printing and Duplication for Office Use	721.52
Equipment Purchases and Maintenance	753.71
Office Remodeling and Painting	106.32
Accounting, Secretarial, and Other Special Services	325.75
Educational Film Depositories	28,045.89
Maintenance of Teletype Communication System	30.00
Special Publishing Projects	15,919.50
Contract:	
National Conference of Education Film Depos. Mgrs.	8,943.86
Education Film Repair	844.00
Depository Supplies	2,369.32
Depository Equipment	721.50
Feature Film Library Booking Fees	42,831.00
Fees	56,892.00
Feature Film Library Supplies	13,412.66
Feature Film Repair and Storage	6,347.60
Postage	3,590.53
Pickup, Delivery, and Freight	6,588.88
TOTAL DISBURSEMENTS	$242,821.96

Gain (Loss)................................ $ 29,765.27

STATEMENT OF DISBURSEMENTS

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT B

National Headquarters Office

DISBURSEMENTS:

Salaries and Related Taxes	$ 1,636.36
Rent	624.42
Office Supplies and Equipment	105.41
Travel	326.46
Telephone, Postage, and Freight	753.97
Printing & Duplication for Office Use	94.91
Equipment Purchases and Maintenance	12.00
Office Remodeling and Painting	8.33
Accounting, Secretarial, and Other Special Services	708.83
Organization Dues	675.00
Refunds	19.00
Miscellaneous	64.87
	5,029.56
Other Disbursements:	
Loan to Conv. of American Instructors of the Deaf	2,500.00
TOTAL DISBURSEMENTS	$ 7,529.56
Gain (Loss).............................	$ 11,370.01

Teacher Training and Certification Committee

DISBURSEMENTS:

Office Supplies and Equipment	$ 403.61
Travel	110.00
Telephone, Postage, and Freight	196.30
Printing and Duplication for Office Use	717.24
Mailing Lists - Printouts for Office Use	18.12
Accounting, Secretarial, and Other Special Services	671.00
Refunds	81.25
Miscellaneous	527.25
TOTAL DISBURSEMENTS	$ 2,724.77
Gain (Loss).............................	$ 775.22

CONFERENCE OF EXECUTIVES
OF AMERICAN SCHOOLS FOR THE DEAF

STATEMENT OF RECAPITULATION OF CASH
JULY 1, 1969 - JUNE 30, 1970

EXHIBIT C

American Annals of the Deaf

Opening Balance - July 1, 1969	$ 47,939.42
Add:	
Total Receipts through June 30, 1970	118,194.61
	$166,134.03
Less:	
Total Disbursements through June 30, 1970	128,921.65
	$ 37,212.38
Redeposits Among Accounts	(4,500.00)
Closing Balance June 30, 1970	$ 32,712.38

Educational Media Distribution Center

Opening Balance - July 1, 1969	$ 11,768.83
Add:	
Total Receipts through June 30, 1970	272,587.23
	$284,356.06
Less:	
Total Disbursements through June 30, 1970	242,821.96
Closing Balance June 30, 1970	$ 41,534.10

STATEMENT OF RECAPITULATION OF CASH

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT C

National Headquarters Office

Opening Balance - July 1, 1969	$ 665.81
Add:	
Total Receipts through June 30, 1970	18,899.57
	$ 19,565.38
Less:	
Total Disbursements through June 30, 1970	7,529.56
	$ 12,035.82
Redeposits Among Accounts	17,102.89
Closing Balance June 30, 1970	$ 29,138.71

Teacher Training and Certification Committee

Opening Balance - July 1, 1969	$ 3,245.49
Add:	
Total Receipts through June 30, 1970	3,499.99
	$ 6,745.48
Less:	
Total Disbursements through June 30, 1970	2,724.77
Closing Balance June 30, 1970	$ 4,020.71

STATEMENT OF RECAPITULATION OF CASH

JULY 1, 1969 - JUNE 30, 1970

EXHIBIT C

Executive Committee

Opening Balance - July 1, 1969	$ 12,602.89
Redeposits Among Accounts	(12,602.89)
Closing Balance June 30, 1970	$ .00

THE CONFERENCE OF EXECUTIVES

of

AMERICAN SCHOOLS FOR THE DEAF

Report on The National Office

by

Howard M. Quigley, Executive Manager

St. Augustine, Florida

April 4, 1970

The national office of the Conference has been concerned mainly with reorganization of the membership procedure and in processing membership billings for the year ending June 30, 1970. Experience with the present procedure for enrolling new members indicates that improvements can be made which will remove current problems, and at the same time increase membership totals and revenue. We have made recommendations to the Membership Committee for its consideration.

This year there has been a general increase in membership, but we feel there should be many more.

The following table provides a comparison between membership this year (to date) and last year:

	1968-1969	1969-1970
School members	100	107
Regular members	102	99
Associate members	118	127

The office has had considerable correspondence to attend to. Many persons look to our office for guidance and free literature concerning the deaf. Unfortunately, we are seldom able to provide much literature, but we can offer suggestions and help in areas that come within our purview.

Financially the Conference is doing well. It is doubtful that it has ever done as well previously. Increased membership fees, income from the Educational Media Corporation and receipt of indirect cost payments under our contract with the government are largely responsible for the improvement.

Staff time for the national office of the Conference is quite limited at this time. On the payroll record I devote twelve hours a week to Conference, Convention and ANNALS business office affairs. We have a full time assistant, and a university student who can give us about 30 hours a week. All in all, then, we are attempting to conduct the affairs of the three organizations with little more than two full time people. This cannot be done if projects of any magnitude, or that require considerable time, are to be undertaken. It is hoped that in time staffing will be adequate to develop projects of significance to the growth and power of the Conference.

In my contacts at meetings I have attended, and in discussing various matters with visitors I find that there is concern about the role of the Conference in the education of the deaf. I also get the impression that in a number of ways members of the Conference are reacting to this concern. In some circles the Conference is seldom considered when important decisions converning the deaf are made. But increasingly the pressure is on for a reversal of this trend. The voice of the Conference is again being heard. Yet there is much to do. The current examinations of our educational methods, and the challenges being thrown at them, are matters that should be of deep concern for the Conference, if its stated aims and objectives are valid. The activities of groups not knowledgeable in the education of the deaf require constant observation.

The potential for leadership that lies in our organization is great - probably greater than most of us realize. It seems to me that in our committee structure, in the many contacts our members have in other organizations and in state departments, and in the columns of the ANNALS, sources for greater effectiveness may be found.

Albeit we operate with limited resources, we welcome suggestions at any time and offer our services to the extent those resources will permit.

THE EDUCATIONAL MEDIA DISTRIBUTION CENTER

A REPORT BY HOWARD M. QUIGLEY, DIRECTOR
ST. AUGUSTINE, FLORIDA, APRIL 4, 1970

The Educational Media Distribution Center has operated continuously under contract with the federal government since July 1, 1966. Currently our contract is with the Media Services and Captioned Films Branch of the Bureau of Education for the Handicapped, in the U. S. Office of Education. Dr. Gilbert Delgado is chief of the Media Services and Captioned Films Branch, and Malcolm J. Norwood is the project officer.

Since my report to the Conference last June, we have found it necessary to provide additional space to accommodate the volume of materials we handle. In August 1968 we moved to our present location. Fortunately, we were able to obtain additional space in a room adjoining our present location, so a move to a new address will not be necessary. We negotiated a lease for the additional space, effective March 1, 1970, and continuing concurrently with the lease for the original space to July 31, 1971, at an average cost of $4.85 a square foot a year. The rental cost is pro-rated between the distribution center, the Conference, the Convention and the ANNALS, on the basis of footage used.

Despite the increased volume of materials and mailings, we have not had to increase our staff. Various shortcuts and adjustments in procedures we have made have reduced the need for additional staff.

The office has been assigned responsibilities in addition to those reported last June. One of these is contracting for, publishing and distributing the captioned films study guides, with which I am sure you are all familiar. Volume V of these guides is now in process.

Another responsibility is the preparation, publishing and distributing of the captioned films catalogs, which is no small job.

Still another is the preparation of evaluation forms in relation to certain test materials sent out to selected schools and classes, the tabulation of results from these forms, and final reports to the Media Services and Captioned Films office.

The ever-increasing scope of the Media Services and Captioned Films program is predictive of the need in time for reviewing the procedures and responsibilities of theConference in relation to its contract with the government. The functions of the National Media Center now on the drawing boards will influence the decisions that have to be made. One consideration is the possibility that eventually (probably after September 1, 1971) the distribution center now under contract with the government will become the sole activity of the Conference; that is, dissociated from the functions of the national office of the Conference. I suggest that the officers of the Conference be alert to these developments.

It is appropriate here to say that the Conference receives income from the current contract, in the form of indirect costs. Although the rate of payment (now 3%) has not been audited, the benefit to the Conference treasury should be substantial.

Now I would like to discuss a subject of general concern. Despite the best efforts of all of us in Washington and in the four regional media centers, there are far too many teachers of the deaf who do not know that the captioned films program exists. The concept of mediated instruction is a broad one, and it needs many ambassadors. It is strongly urged that every member of the Conference, if he is not already, will do all he can to promote mediated teaching. The teaching innovations developed during the past several years by the staff in the captioned film program have been little short of revolutionary. I know that the success of the captioned films program has depended largely upon the support of administrators in our schools, which has been considerable. Let us now make it 100%. Our office stands ready to help in any way it can.

EDUCATIONAL MEDIA CORPORATION

REPORT TO THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
APRIL 6, 1970

The Educational Media Corporation is now two years old. A meeting of the Corporation was held in Berkeley at the meeting on June 23, 1969. It is to be pointed out that the By-Laws provide, "...that the Board of Directors of the Educational Media Corporation shall consist of not more than 15 members of which at least 53% shall be members of the Executive Committee of the Conference of Executives of American Schools for the Deaf."

The present officers are as follows:

Roy M. Stelle, President
Stanley Roth, Vice President
Doin Hicks, Secretary
Edward Reay, Treasurer

The present directors are as follows:

Class of 1970	Class of 1971	Class of 1972
Edward Tillinghast	Doin Hicks	Roy Stelle
Edward Reay	John Harrington	Ben Hoffmeyer
Armin Turecheck	Stanley Roth	Mervin Garretson
Orin Cornett	Ray Holcomb	Terry Griffing
Larry Stewart	June Miller	Dean Twining

During the time the Corporation has been in existence it has contracted for and delivered some 31,000 items, including the series of Captioned Film Study Guides for the use of schools for the deaf. These are items that were developed mostly through government workshops but because of Federal regulations could not be reproduced in quantity as needed for schools for the deaf.

The Corporation has handled $51,884.00 in contracts and has received $4,935.00 in fees for services performed. By action of the Corporation meeting held in Berkeley on June 23, 1969, $4,435.00 was transferred to the office of the Conference of Executives in January, 1970.

The Corporation hopes to become more active in performing these services that will benefit the education of deaf children.

Respectfully submitted,

ROY M. STELLE
President

REPORT FROM N.A.C.E.D.

Mrs. Patria G. Forsythe, Executive Secretary of the National Advisory Committee on Education of the Deaf, Department of Health, Education, and Welfare, Office of the Secretary, Washington, D.C., made the following statements:

The Committee meets at least three times each year and is a part of the Office of the Secretary, Robert Finch.

The NACED was created by law in 1965 and consists of twelve members. By law, the Committee has four functions: (1) Make recommendations to the Secretary of H.E.W. for the development of a system for gathering information on a periodic basis in order to facilitate the assessment of programs and identification of problems in the education of the deaf; (2) Identify emerging needs respecting the education of the deaf and suggest innovations which give promise of meeting such needs and of otherwise improving the educational prospects of deaf individuals; (3) Suggest promising areas of inquiry to give direction to the research efforts of the Federal government in improving the education of the deaf; and, (4) Make such other recommendations for administrative action or legislative proposals as may be appropriate.

Two laws have been passed which delegate the specific responsibilities to NACED: (1) NACED serves as advisor to the Secretary on the Model Secondary School for the Deaf, and (2) National Media Center because it must, by statute, serve the Model Secondary School for the Deaf.

The Committee is involved in legislation concerning the deaf particularly, but also legislation for the handicapped. (Copies of a list of legislation which has already been passed were given for distribution.)

NACED is broken down into four working groups: Ages 0-5, 6-16, 17-21, and 21 plus, with a chairman for each group. When inquiries or requests for review of a program arise within a particular age group, it is possible to have that group called together for a meeting to discuss the matter.

In response to a question on the National Media Center, Mrs. Forsythe commented that two planning grants were awarded last year, one to Catholic University, the other to George Washington University, on how to organize materials and media for the handicapped. Planning funds have been appropriated for this program and has been given top priority. Any college or university can present a proposal for the National Media Center and all proposals must be submitted by September 1, 1970.

REPORT OF THE ANNALS COMMITTEE

William J. McClure, Chairman

April 3, 1970

After the meetings of our committees in Berkeley, California last summer, Dr. Howard Quigley, the Executive Secretary of the Conference and Business Manager of the Annals, and I, as Chairman of the Annals Administrative Committee, met with our Directory Editor, Dr. Powrie V. Doctor, in Washington in late July. The purpose of the meeting was to inform Dr. Doctor of actions taken by the Annals Administrative Committee and by the Conference at the Berkeley meeting. We informed Dr. Doctor of the wishes of the committee that all printing services be handled through the New Trends Publishing Service, Downers Grove, Illinois, including the Directory Issue for 1971. Dr. Doctor suggested that the 1970 Directory Issue be handled in this fashion, too, to make it compatible with the four literary issues which were to be transferred to New Trends commencing January 1, 1970.

There was some doubt that New Trends would be able to handle this additional load on such short notice, but after conferring with Mr. Robert Mayo this appeared possible. Dr. Quigley arranged a conference, including Mr. Mayo and his assistants, Dr. Doctor and Dr. Quigley, on September 15 to confirm the arrangements and draw up guidelines and deadlines for Directory Issue material.

In late January Dr. Quigley informed the Chairman that additional funds expected from the Federal Government had not been granted and it was Dr. Doctor's recommendation that the office be closed and work stopped on the Directory Issue. Since the Annals was committed to producing a Directory Issue, Dr. Quigley and the Chairman agreed this must be done even if the size and content had to be reduced. Dr. Doctor was instructed to send all material in hand to Mr. Mayo at New Trends and to lay off all members of the Directory staff. Since he would no longer have a staff, Dr. Doctor was instructed to send all Directory correspondence to Dr. Quigley's office, and all inquiries and manuscripts concerning the Literary Issue to Dr. Vernon, the Literary Editor.

In telephone conferences with Mr. Mayo of New Trends Publishing Service, Mr. Mayo agreed to do what he could with the material in hand and with that to be received from Dr. Doctor. On February 25 Dr. Quigley and Dr. McClure met with Mr. Mayo and his assistants at Downers Grove. New Trends felt that they could produce an acceptable Directory Issue from the material at hand, omitting little, if any, of the usual content. Page proofs of material already in type were shown and were most acceptable to Dr. Quigley and to your Chairman.

Mr. Mayo was asked for a figure to cover the total cost of the Directory Issue. It was within the amount Dr. Quigley had estimated as the maximum which could be allocated to the May 1970 Directory. Consequently, Mr. Mayo was told to proceed.

While discussing the problems attendant to the 1970 Directory Issue, Dr. Doctor told both Dr. Quigley and the Chairman that he felt his duties at Gallaudet were increasing to the point he should resign as Directory Editor with completion of the 1970 issue. This was confirmed by him in a letter dated February 17, 1970. A copy was sent to members of the Annals Committee along with an account of the meetings with Mr. Mayo, and subsequent meetings with Dr. Merrill and Mr. Gentile of Gallaudet.

While in conference with Mr. Mayo, Dr. Quigley and the Chairman inquired about the mechanics of producing the 1971 Directory Issue and the assistance New Trends Publishing Service would need for this. Mr. Mayo felt that New Trends would be able to handle the entire 1971 Directory Issue, if necessary, from the time questionnaires were returned to the Annals office until the publication was in the hands of the readers. Subsequently, Dr. Quigley, Dr. Hoffmeyer, and the Chairman were in Washington during the first week of March and at that time had conferences with Dr. Merrill, President of Gallaudet College, and with Mr. Gentile, Director of the Office of Demographic Studies. Both of these gentlemen had suggestions regarding the Annals and hopefully, a continued association with Gallaudet College. Dr. Merrill was to make a more concrete suggestion to Dr. Quigley prior to the meeting of the Annals Committee in St. Augustine in early April. Since six members of the Annals Committee were present in Washington at this time, an informal meeting was held and Dr. Quigley was directed to prepare, prior to the meeting in St. Augustine, a suggested plan or plans for the 1971 Directory Issue. His suggestions hopefully would include recommendations for an Editor, a Project Director, and a Principal Investigator, and also an analysis of both short-range and long-range plans for the Annals operation.

At this point it was apparent to all of those involved that there was the potential and the "know how" to produce the Directory Issue of the Annals and the various offers of assistance from interested individuals would make the transitional period less formidable than had originally been feared.

Addendum - April 9, 1970

During the week the Annals Committee has met several times and is glad to announce that Dr. William N. Craig, Superintendent of the Western Pennsylvania School for the Deaf, will be the new Editor of the Directory Issue and also Project Director. Dr. Helen R. Craig will serve as Associate Directory Editor. Miss Ferne Davis will be Principal Investigator.

MINUTES OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

ST. AUGUSTINE, FLORIDA

April 4, 1970

I. CALL TO ORDER

The Executive Committee of the Conference of Executives of American Schools for the Deaf met at the Ponce de Leon Lodge in St. Augustine, Florida, on Saturday, April 4, 1970. Dr. Ben E. Hoffmeyer, President, called the meeting to order at 9:15 A.M. All members of the Executive Committee were present which consisted as follows:

Dr. Ben E. Hoffmeyer, North Carolina School for the Deaf
Dr. Roy M. Stelle, New York School for the Deaf
Dr. Armin G. Turechek, Colorado School for the Deaf and the Blind
Dr. Edward W. Tillinghast, Arizona State School for the Deaf and the Blind
Dr. Stanley D. Roth, Kansas School for the Deaf
Mr. Kenneth F. Huff, Wisconsin School for the Deaf
Mr. Edward W. Reay, Idaho School for the Deaf and the Blind
Mr. Donald E. Kennedy, Ontario School for the Deaf, Milton, Canada
Dr. Doin Hicks, Pilot School for the Deaf, Dallas, Texas
Dr. John D. Harrington, P.S. 158, New York, New York
Mr. Joe R. Shinpaugh, Virginia School for the Deaf and the Blind

Also Present:

Dr. Howard M. Quigley, Executive Manager, Conference of Executives of American Schools for the Deaf
Dr. C. Joseph Giangreco

Dr. W. Lloyd Graunke

II. APPROVAL OF THE MINUTES OF THE MEETING IN BERKELEY, 1969

The minutes of the Executive Committee and the minutes of the regular meeting of the Conference of Executives held at the California School for the Deaf in Berkeley, California, June 20-22, 1969 were distributed. Dr. Stan Roth moved that the reading of the minutes be dispensed with, seconded by Dr. Roy M. Stelle, and adopted.

III. REPORT OF THE MEMBERSHIP COMMITTEE

Dr. C. Joseph Giangreco, Chairman of the newly formed Membership Committee, gave a report. Dr. Giangreco stated the Committee had been very active and desired to make the following recommendations:

(1) The Executive Committee should set up guidelines for the Membership Committee.

(2) The Membership Committee should be empowered to accept or reject members on the basis of regulations to be established by the Executive Committee.

The report indicated that it now takes too long to process an application for regular or associate membership. This has caused some applicants to become upset or lose interest.

Dr. Quigley stated that the whole concept of membership should be reviewed, and that it would be necessary to make certain changes in the By-laws. He stated that the present application form is outdated and should be changed.

Dr. Stanley Roth moved that the Executive Committee recommend to the Conference that the Membership Committee be empowered to accept or reject members on the basis of regulations to be established by the Executive Committee, seconded by Mr. Edward Reay, and passed.

It was also decided that the President, President-elect and Executive Manager would meet with the Membership Committee to draft changes in the By-laws as they pertain to membership.

President Hoffmeyer requested authorization to appoint a committee to look into the whole concept of membership as it pertains to the Constitution and By-laws. Dr. Hicks moved that the President be empowered to appoint such a committee, seconded by Mr. Huff, and passed.

IV. REPORT OF THE TREASURER

Dr. Howard Quigley gave an INTERIM FINANCIAL REPORT of the Conference from July 1, 1969 to March 31, 1970. After discussion, and on a motion by Dr. Turechek, seconded by Mr. Reay, the report was accepted.

V. REPORT OF THE ANNALS COMMITTEE

Dr. Quigley gave a report from the Annals Committee for Dr. William J. McClure, Chairman of the Committee.

It was reported that Dr. Powrie V. Doctor, Editor of the Directory issue of the Annals had resigned, but that the issue would be printed. It will have a new format and have fewer pages, but will contain the same previous information. The Committee stated there had been some complaints that certain information had not been updated. Plans are being made for a replacement for Dr. Doctor, but under a new concept.

It was recommended that six issues be printed yearly, instead of five. There will be two supplementary issues printed under private sponsorship, one in July and one in October. Plans are being made to re-align future issues, and at some future date the February issue will probably be the Directory.

President Hoffmeyer said that even though the Annals has its problems, its future looks bright.

VI. REPORT OF THE ACTIVITIES OF THE CONFERENCE OFFICE

Dr. Howard Quigley, Executive Manager, reported that the National Office of the Conference has been concerned mainly with reorganization of the membership procedure and in processing membership billings for the year ending June 30, 1970. Currently, there are 100 school members, 102 regular members, and 118 associate members. Dr. Quigley reported that financially the Conference is doing well. Increased membership fees, income from the Educational Media Corporation, and receipt of indirect cost payment under the contract with the government are largely responsible for the improvement.

Staff time for the National Office of the Conference is limited at this time. Currently Dr. Quigley stated he devoted 12 hours a week to Conference, Convention and ANNALS office affairs. He has a full-time assistant, and a university student who works about 30 hours a week. Dr. Quigley stated we are attempting to conduct the affairs of the National Offices with little more than two full-time employees. He stated that he hoped that in time staffing would be adequate to develop projects of significance to the growth and power of the Conference.

Dr. Quigley reported that the Educational Media Distribution Center has operated continuously under contract with the federal government since July 1, 1966. It has become necessary to provide additional space to accommodate the volume of material that is handled, but staff has not had to be increased. He said that the ever-increasing scope of the Media Services and Captioned Films program is predictive of the need in time for reviewing the procedures and responsibilities of the Conference in relation to its contract with the government. It is possible that after September 1, 1971 the distribution center might become a separate activity of the Conference.

VII. REPORT OF EDUCATIONAL MEDIA CORPORATION

Dr. Roy Stelle, President of the Educational Media Corporation, reported that the Corporation had contracted for and delivered some 31,000 items for the use of schools for the deaf. These are items that were developed mostly through government workshops but because of Federal regulations could not be reproduced in quantity as needed for schools for the deaf. The Corporation has handled $51,884 in contracts and has received $4,935 in fees for services performed.

VIII. CHANGE OF CONSTITUTION TO ESTABLISH NOMINATING COMMITTEE

President Hoffmeyer stated that the Constitution and By-laws read that officers of the Conference are required to be nominated from the floor. He said he had received a number of requests to appoint a nominating committee but this could not be done under the present Constitution and By-laws.

After a considerable amount of discussion, Dr. Hicks made a motion that the Executive Committee recommend to the Conference that it have a nominating committee with the provision that nominations can be made from the floor. The motion was seconded by Dr. Roth and passed.

IX. APPROVAL OF NEW MEMBERS AND ASSOCIATE MEMBERS

Dr. Stelle moved that the new members as recommended by the membership committee be accepted, seconded by Mr. Huff and passed.

1. James Madison School, Santa Ana, California
   Roy K. Holcomb, Executive Officer

2. Seattle Community College System, Seattle, Washington
   H. W. Barkuloo, Executive Officer

3. Delgado College Academic and Vocational Program for the Deaf, New Orleans, Louisiana - Douglas O. Wells, Executive Officer

4. St. Paul Technical Vocational Institute, St. Paul, Minnesota
   Robert Lauritsen, Executive Officer

5. Hackensack Program for the Deaf, Hackensack, New Jersey
   Frances L. Phillips, Executive Officer

6. San Mateo Classes for the Deaf, San Mateo, California
   Patricia C. Hogan, Executive Officer

7. Western Suburban Association for the Hearing Impaired, Lombard, Illinois
   Rance Henderson, Executive Officer

8. Northwestern Illinois Association of Hearing Impaired, DeKelb, Illinois
   William Ransdell, Executive Officer

9. Southwestern School for the Deaf, Los Angeles, California
   Harry J. Murphy, Executive Officer

10. Black Hawk Hearing Handicapped Program, 701 - 12th St., Moline, Illinois
    Claude S. Gulbranson, Executive Officer.

11. SELACO Program for the Deaf, 11040 Brookline Avenue, Downey, California
    Fred B. Peal, Administrator

Mr. Kennedy moved that the associate members as recommended by the membership committee be approved, seconded by Dr. Harrington, and passed.

	Name of Member	Nominated by
1.	Dr. John G. Nace	Mr. J. Paul Rudy
2.	Mr. Albert G. Seal	Dr. Lloyd V. Funchess
3.	Mr. S. Theodore Guttadore	Dr. Armin G. Turechck
4.	Miss Patricia Stafford	Dr. Kenneth R. Mangen
5.	Mr. Virgil Flathouse	Dr. Kenneth R. Mangan
6.	Miss Vivian Tasker	Dr. Kenneth R. Mangan

Associate members continued:

7.	Dr. Robert Prince	Dr. Kenneth R. Mangan
8.	Mr. Wendell Duncan	Dr. Kenneth R. Mangan
9.	Dr. McCay Vernon	Mr. David Denton
10.	Mr. Kenneth Kritz	Mr. David Denton
11.	Mr. William Greene	Mr. David Denton
12.	Mr. Peter Ripley	Dr. Ben E. Hoffmeyer
13.	Dr. Frieda Hammermeister	Dr. William Craig
14.	Dr. James E. Fricke	Mr. David Denton
15.	Miss Matte Lee Box	

X. STANDING COMMITTEES - POSSIBLE DISCONTINUATION OF EDUCATIONAL MEDIA AND HIGHER EDUCATION COMMITTEES

The President reported that the Education Media Committee had found little or nothing to do. They had not been called upon to function as there appeared to be little need for such a committee. Mr. Huff moved that the Educational Media Committee be dispensed with, seconded by Dr. Turechek, and passed.

Dr. Graunke also reported that the Higher Education Committee had perhaps outlived its need as it had not functioned for sometime. The Executive Committee discussed the matter at length and decided to retain the Committee. It was suggested that the Chairman of the Committee write to the officials of the higher education institutions that have programs for the deaf and see if there is anything the Committee might do to help.

XI. EXPENSE ACCOUNT FOR PRESIDENT AND EXECUTIVE MANAGER

Dr. Hoffmeyer recommended that an expense account be provided for the new President and Executive Manager. He stated the time was fast approaching when the states or schools would be unable or would refuse to pay such expenses.

The matter was discussed and Dr. Tillinghast moved that the President and Executive Manager be allowed up to $1,000 each for necessary travel and expenses to attend meetings on Conference business, seconded by Mr. Reay, and passed.

XII. INVITATION TO HOLD A FUTURE MEETING OF THE CONFERENCE AT SWAN LAKE LODGE

The President read a communication from Mr. Frank Turk inviting the Conference to hold one of its future meetings at the newly acquired camp for the Jr. N.A.D. at Swan Lake Lodge in Minnesota. No action was taken. It was brought out that it is becoming more and more apparent that organizations must plan at least four years in advance for its meeting place and dates. With this in mind, Mr. Kennedy moved, seconded by Dr. Turechek, the Executive Committee recommends to the membership that we plan four years in advance for the biennial meeting of the Conference. Motion was passed.

XIII. MINUTES OF PREVIOUS MEETINGS NOT RECORDED

The President recommended that we get together all past minutes of meetings of the Conference and that they be kept on file in the National Office. It was also suggested that perhaps at some future date these minutes could be published. At this time there is no central file of minutes of meetings of the Conference.

Dr. Quigley also pointed out that minutes of the meeting of the Conference held in conjunction with the Convention are always delayed due to the fact they are printed in the Proceedings of the Convention, and are not received by the members until a late date. He recommended the minutes of the Conference be continued to be printed in the Proceedings of the Convention but that they also be printed separately.

Dr. Turechek moved, seconded by Mr. Huff, that the minutes of the Conference held in conjunction with the Convention be continued to be printed in the Proceedings, but that they also be printed separately. Motion passed.

XIV. EXECUTIVE MANAGER'S SALARY

The President reported that he felt that the Executive Committee should consider a salary adjustment for the Executive Manager. The matter was discussed at length and Mr. Huff moved that the Executive Committee recommend that the Executive Manager's Salary be increased 10%, seconded by Dr. Turechek, and passed.

XV. OTHER BUSINESS

(1) Dr. Quigley pointed out that employees in the National Office have no fringe benefits, such as medical and hospital insurance. He recommended that perhaps something should be done about this, and said it would involve about five people. Upon motion by Dr. Hicks, seconded by Mr. Huff, and passed, the Executive Manager was authorized to investigate the possibility of an employee benefit plan up to 12%, including social security and to include it in the proposed budget.

(2) The President read a communication from Pathfinders, Inc., a travel agency pertaining to a tour to Acapulco, Mexico, after the Convention in Little Rock, Arkansas, in June 1971. The travel agency would like the Conference's mailing list and the right to approach members. No action was taken as it was thought this matter should be left up to the Convention.

(3) Mr. Kennedy requested the Executive Committee to give him guidelines for the meeting of the Conference to be held in Toronto, Canada, in 1972. It was suggested that President-elect Stelle and Mr. Kennedy meet and work out the details.

(4) Dr. Graunke reported that the President had requested him to attend a meeting of the American Association on Mental Deficiency of Washington, D. C. That organization is interested in working with the Conference in providing better programs for the mentally retarded deaf. It was recommended that a Joint Committee be established and that a joint effort be made toward improving programs for the mentally retarded deaf.

Dr. Tillinghast moved that it be recommended to the Conference that the By-laws be changed to include a Joint Committee on the mentally retarded deaf, seconded by Mr. Reay, and passed.

Dr. Tillinghast also made a motion that the Joint ASHA Committee be made a standing committee, seconded by Dr. Hicks, and passed.

(5) Dr. Roth reported that the COSD would like for the Conference to be one of its sponsors at a meeting in 1972. The meeting place has not been decided. No action was taken on the request as the matter will be referred to the new Executive Committee.

(6) Dr. Quigley said that oftentimes important things are going on in the profession that the National Office does not know about. It would perhaps benefit the profession as a whole if such information could be passed on to the National Office.

XVI. ADJOURNMENT

Meeting was adjourned at 1:45 P.M.

XVII. SPECIAL MEETING

The President called a special meeting of the Executive Committee at 12:00 noon April 7, 1970, to consider Dr. Powrie Doctor's request that after July 1, 1970 he retain the desk and credenza he has used as editor of the ANNALS, and that all other furniture at the college that is owned by the ANNALS be donated to the college.

The request was carefully considered, and upon motion duly made, seconded and passed, it was decided that the committee could not approve such transfers, and the President was instructed to write to Dr. Doctor to this effect.

The meeting adjourned at 12:10 P.M.

Respectfully submitted,

Joe R. Shinpaugh

Joe R. Shinpaugh
Secretary

REPORT OF THE ACCREDITATION COMMITTEE -- April 1, 1970

There have been no accreditations made since the last meeting. However, a survey is scheduled for the North Carolina School for the Deaf on May 4, 5 and 6. Jack Brady and Lloyd Harrison have agreed to serve with me on the survey team.

I received a letter from Paul Bird, Assistant Superintendent of the Idaho State School for the Deaf and the Blind requesting forms for an accreditation survey for next fall. I wrote him suggesting that he get in touch with Roy Stelle who will be the new accreditation chairman.

—Edmund B. Boatner

REPORT ON CERTIFICATION OF DORMITORY COUNSELORS -- April 1, 1970

To date 143 applications for certification have been processed, and 156 certificates have been awarded:

Class A -- 30)
Class B — 47) Total 156
Class C — 79)

Financial Report, July 1, 1969 -- April 6, 1970

Income		
	Balance on hand July 1, 1969	$417.93
	Application Fee Received during year	3.00
	Application Fees Received Apr. 6, 1970	63.00
		$483.93
Expenses		
	None	
	Balance, April 6, 1970	$483.93

--Joseph P. Youngs, Jr.

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

St. Augustine, Florida

April 5-10, 1970

REPORT

COMMITTEE FOR DEAF-BLIND CHILDREN

Edward W. Reay, Chairman

The National Committee for Deaf-Blind Children held two meetings since the last report made during the meeting of the Conference of Executives of American Schools for the Deaf at the California School for the Deaf in Berkeley, California, in June, 1969.

The first meeting was held in Louisville, Kentucky on October 20, 1969. Representatives from ten states and Ontario, Canada, were present. The meeting was devoted to a discussion of the need for a structure with a larger and wider representation which could speak with more authority and with more concern for deaf-blind children. The thought expressed was that because so many persons and groups are now involved in this particular area, all known interested parties should be invited to the next meeting and plan to create this new body, or a revision of the National Committee for Deaf-Blind Children.

The succeeding meeting was held in New Orleans, Louisiana, during the Special Conference of the Council for Exceptional Children on Early Childhood Education on December 10-12, 1969. Project Directors, Coordinators, National Committee members and a considerable number of other interested people attended this meeting. Discussion again centered around the creation of a new organization or larger National Committee with enough grass roots connections so that it will become a positive factor in promoting continued federal assistance in this work which has become a greater problem than state legislatures will be willing to handle without substantial aid. Several suggestions for the function of the new organization were discussed but no final action was taken.

REPORT OF INTERAGENCY COMMITTEE MEETING

Washington, D. C. - October 15, 1969
by Howard M. Quigley

A two-hour meeting of the Council for Exceptional Children Interagency Committee took place October 15, 1969 at the Holiday Inn, Jefferson Plaza, Arlington, Virginia.

The first item of discussion concerned the proposed National Media Center. Congress has authorized the establishment of the Center, and has appropriated planning money. Guidelines are being prepared and reviewed. It is likely that the Center will be located in Washington, although there is no mandate for this in the bill. The November issue of the CEC JOURNAL will carry more information about the Center.

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Planning grants have been made to the George Washington University and to Catholic University to study networks of instructional materials centers, and similar programs in relation to the proposed National Media Center, and the role the Center will play in the larger system.

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It was announced that the CEC has broken the traditional pattern for legislative action, by uniting all the forces in special education in a combined effort, and at the same time keeping the identity of separate disciplines, such as the deaf.

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An interesting slide presentation was made by Charles Lee, chairman of the Emergency Committee for Full Funding of Education Programs. This Committee has been highly effective. In fact, so much so that the Bureau of the Budget has been by-passed. This is regarded as a singular achievement. However, Mr. Lee makes clear, the tide is not fully turned. Much remains to be done. The rate of decreasing appropriations has been slowed, but they continue to decrease. Mr. Lee asks for the full support of all agencies in passing the continuing resolution the Committee is proposing. (Information contained in the attached). He states that if we are to get the desired results (adequate financial support) all agencies must work together. (For what my opinion is worth, I think Charlie's Committee is one of the most innovative projects around so far as special education is concerned.

I would think it wise for the appropriate CED Committee to get in touch with Mr. Lee, and ask how it can help. Phone: 202/547-8383.

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Another item of business of interest to the deaf was a brief discussion of the State-Federal Information Clearinghouse for Exceptional Children.

Information is attached. CEC would like to hear from all agencies about this.

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To close the meeting the suggestion was thrown out that perhaps better results will be obtained if all bills concerning the handicapped were included in one bill (except vocational education, Title VI, etc.). The Bureau of Education for the Handicapped supports this concept.

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Before adjournment the chairman proposed two questions:

(1) Where and how often should the Committee meet?

(2) How should the Committee be structured?

At this writing there are no answers to these questions.

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REPORT OF MEMBERSHIP COMMITTEE

The Membership Committee has had an extensive correspondence in regard to streamlining membership to the Conference as well as increasing membership.

As a starter, the committee requests a change in the By-laws as follows:

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1. To qualify for membership, a school or program must have five or more well graded classes of deaf children under the supervisor or executive and be approved by the Membership Committee.

ID

Associate membership may be granted to administrative personnel in member schools upon nomination by the executive head and approval of the Membership Committee.

Associate membership may be granted to administrative personnel of special services and agencies dealing with the deaf, upon nomination by an active member from the same state, province or the D.C. and approval of the Membership Committee.

Approval of the membership of committees and payment of dues will make it possible for anyone to become a member immediately.

The Committee further recommends that the dues of regular schools be increased $15, so that each school will receive only one billing instead of the present two billings.

Respectfully submitted,

C. Joseph Giangreco, Chairman

Melvin Luebke
Lewis Wahl
Donald Kennedy
Bary Griffen
Norman Anderson
Paul Klenke

REPORT OF THE COMMITTEE ON MULTIPLY HANDICAPPED

This committee met during the regular meeting of the Conference of Executives at St. Augustine, Fla. The discussion began with a report on the status of the bibliography being prepared for distribution to all the members of the Conference as well as other interested parties. The Committee felt that although this was a very worthwhile activity to be engaged in, it would not give the necessary support to educators of the deaf to recognize their responsibilities to these children and to provide programs for the multiply disabled child. It was felt by all members in attendance that the problem of the multiply handicapped deaf child is of such magnitude that the immediate and long range solutions can only be resolved by the Conference accepting a leadership role. It is recommended that the way to bring focus on the problem is to hold a national workshop and then have appropriate follow-up with local dissemination.

The Committee felt that some of the major goals of such a national workshop conference would be as follows:

a) Identification and description of the population.
b) Delineation of teacher competencies.
c) Clarification of administrative responsibilities.
d) Implication of early intervention.

The Committee felt that such a workshop conference should include experts from all fields engaged in the special education of exceptional children. This type of multi-disciplinary workshop could be grouped for discussion purposes by the chronological ages of the children as well as by disability groupings. It is felt that small discussion groups could then concentrate on each of the major questions that must be answered. The multi-disciplinary discussion of such questions as teacher competencies, early intervention, etc. would add immeasurably to the fund of knowledge required to appropriately educate and train these children.

In addition to the work being done on the bibliography and the recommendations for a workshop the Committee would like to make available to all interested parties a file of information relating to the frequency of disabilities and a capsule description of existing programs. It is requested that members of the Conference relay any such information to Committee members as soon as possible.

Respectfully submitted:

Robert T. Kennedy, Chairman
John Harrington
Joseph G. Demeza
Frances Cronin
Richard G. Brill

REPORT OF THE COMMITTEE ON STATISTICS
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

APRIL 5 - 10, 1970

ST. AUGUSTINE, FLORIDA

The formal report of the Committee on Statistics will be included in the presentation by Mr. Augustine Gentile, Director of the Annual Survey of Hearing Impaired Children and Youth.

The Committee on Statistics met in Washington, D. C., March 4 and 5, 1970, at which time it was determined that an annual survey of salaries for schools for the deaf would be initiated beginning next year. This survey would include salaries of administrators of programs or schools for the deaf, salaries for teachers, houseparents, teacher aides and other professional people. The Committee will be meeting in St. Augustine in an attempt to develop preliminary plans for this survey.

Respectfully submitted,

David M. Denton, Chairman
Thomas R. Behrens
Doin Hicks
A. W. Douglas
James Little

REPORT OF THE PUBLIC RELATIONS COMMITTEE

No new action has been taken by the Public Relations Committee. Copies of the Information Booklet are still on hand and are available for dissemination to special groups in our states.

Stanley D. Roth, Chairman
Leonard M. Elstad
George M. Thompson
Eileen E. Connolly
Robert S. Brown

COUNCIL OF ORGANIZATIONS SERVING THE DEAF

The Council of Organizations Serving the Deaf (COSD) has been in existence for 2½ years. During 1969, the Council operation involved 18 member organizations -- 15 in the active membership and 3 associate members. In addition COSD has close to 100 individual memberships.

PUBLICATIONS AND INFORMATION DISSEMINATION

The Council maintains a mailing list of 6,000, composed of board members of affiliated organizations, educators, rehabilitation workers, clergymen, deaf adult leaders, speech and hearing clinicians, parents, and others who had indicated interest in receiving COSD releases. Released during 1969 were the Council organizational directory, newsletters, the proceedings of the New Orleans Forum, *The Deaf Man and The World*, a reprint of the Vernon-Makowsky article on "*the deaf as a minority group*", the proceedings of the *Maryland Teacher Institute*, and the Alexander Graham Bell Association *Statements on Deafness*.

In addition, brochures describing the function of the Council were mailed to all members of Congress; the Forum proceedings were distributed to over 3,000 college and university libraries, and to all state and regional vocational rehabilitation centers, as well as state departments of special education. COSD also maintains a separate mailing list of 200 major metropolitan newspapers for special releases.

SECTION AND COMMITTEE ACTIVITY

The TV Committee greatly expanded its operational base as it pressed for improved visualization of regular television programs to meet the cultural, social, and informational needs of the nation's 20,000,000 deaf and hard of hearing citizens.

The Legal Rights Section planned the Legal Rights Forum just held in Chicago. The Law School of Wayne State University has expressed interest in the possibility of setting up a center on rights of the deaf which would engage in research, action, and public and legal education in this area.

The 1969 Annual Forum was held in New Orelans with 170 participating in deliberations on the arresting theme, "The Deaf Man and the World."

Liason. The Council continues to develop links for the member organizations with peripheral groups which may have programs relevant to hearing or deafness. Contacts include:

The American Medical Association Conference on Noise Pollution

The National Council on the Aged

The National Conference on Research and Neurological Disorders

The President's Blue Ribbon Ad Hoc Committee on Employment of the Handicapped

The World Federation of the Deaf

The American Association of Retired Persons

National Committee for Support of the Public Schools

National Welfare Conference

National Citizens Advisory Conference on the Disabled and Disadvantaged

Developmental. The Council office continues to explore on behalf of the member organizations possible remedies or solutions to a multitude of problems faced by deaf people. At the present time the office is scrutinizing the possibility of selected theaters in metropolitan areas exhibiting captioned or sub-titled movies on a consistent evening of the week, so that the hearing impaired population would have occasional opportunity to enjoy movies in a downtown setting.

FUTURE. The 1971 Forum will use the theme, "The Medical Aspects of Deafness." This meeting, to be held in MARCH ~~February~~ 1971, will be held in Atlantic City.

The 1972 Forum, using as its theme "Perspectives on Education of the Deaf", is in it's planning stage. To date there has been no site elected. However, the

Conference of Executives is being asked to be one of the sponsors for this Forum.

COSD is exploring means to carry on financially without government help. The Helen Keller Memorial Fund for the Deaf is being contemplated, and this is being sponsored by Lions International. The Virginia District is behind this, and has already received some contributions. The aim is for each Lions Club to contribute $100 yearly to the work of COSD. If this idea spreads, one can see approximately $2,000,000 collected each year, with monies being allocated to the organization members for special purposes.

Until COSD is on its feet financially, it has been suggested that there be an increase in dues as follows:

1971	$150
1972	$175
1973	$200

The operating budget at the present time is approximately $141,000.

In the 2½ years that COSD has been in operation, much ground has been covered in what has been for everyone concerned a brand new and pioneering concept of increased services to deaf people through joint involvement of the national organizations operating in the field.

Joseph P. Youngs, Jr.
Stanley D. Roth (Reporting for the Committee)

RESOLUTION NO. 1

WHEREAS, the members of the Forty-Second Conference of Executives of American Schools for the Deaf, their wives and guests have experienced reality of the warmth and friendliness of hospitality for which the South has been famous, and

WHEREAS, Dr. William J. McClure and Mrs. McClure have extended this hospitality to ensure that our visit be enjoyable and memorable, and

WHEREAS, The Staff of the Florida School for the Deaf and the Blind, individually and through the Teachers' Association, have been generous in attending to the many demands of such a large gathering,

BE IT RESOLVED, That the sincere and deep appreciation of the Conference be conveyed to Dr. McClure and Mrs. McClure and to the Staff of the Florida School by letter from our Secretary and that a copy of this Resolution become part of the official minutes.

RESOLUTION NO. 2

WHEREAS, The Board of Trustees of the Florida School for the Deaf and for the Blind extended many gracious courtesies and services to Conference members and guests and

WHEREAS, Mrs. Bernard Castro and Mr. Leslie Huffstetler displayed particular interest in the Conference participants,

BE IT RESOLVED, That letters be sent to the Board and to Mrs. Castro and to Mr. Huffstetler expressing our genuine appreciation of their efforts on our behalf.

RESOLUTION NO. 3

WHEREAS, The Forty-Second Conference of Executives of American Schools for the Deaf has been extended the warm hospitality of the beautiful and historic City of St. Augustine, Florida, and

WHEREAS, The Ponce deLeon Lodge has provided courteous and efficient service to members of the Conference, and

WHEREAS, Various organizations and businesses in the City of St. Augustine have provided many favors to members of the Conference and/or their wives, viz. the Coca Cola Bottling Company and the Woman's Exchange of St. Augustine,

THEREFORE, BE IT RESOLVED, That the members of the Conference of Executives convey by letter their deep appreciation to the various organizations and businesses in the City of St. Augustine, namely, the Ponce deLeon Lodge, the Coca Cola Bottling Company, and the Woman's Exchange of St. Augustine and that a copy of this Resolution be added to the minutes of this meeting.

REOLUTION NO. 4

WHEREAS, the program planning of the Conference entails a great deal of work requiring many hours of committee members' time over and above their regular duties, and

WHEREAS, the Program Committee of the Forty-Second Conference has prepared a stimulating professional program reflecting and extending the concern of members to current and future issues in the education of deaf children and the vocational and life success of deaf adults,

THEREFORE, BE IT RESOLVED, That the Conference convey its deep appreciation to Dr. Roy Stelle and the Program Committee of the Conference.

RESOLUTION NO. 5

WHEREAS, the Conference of Executives of American Schools for the Deaf has expressed a deep interest in the problems of the multiply handicapped deaf child, and

WHEREAS, there has been demonstrated interest on the part of the Federal Government in the problems of the multiply handicapped deaf child,

THEREFORE, BE IT RESOLVED, That the Conference communicate its continued interest and request that a National in-depth workshop be held on the education and training of multiply handicapped deaf children.

RESOLUTION NO. 6

WHEREAS, administrative officers, teachers, parents, and many others have become increasingly concerned with the lack of adequate provision for educational programming and instruction for those deaf students who are limited in intellectual capacity in addition to hearing impairment, and

WHEREAS, most programs for hearing impaired persons are now found to have relatively large proportions of their populations with limited intellectual capacity or function, and

WHEREAS, the Conference of Executives of American Schools for the Deaf has traditionally been the primary organization concerned with the improvement of all educational programs for hearing impaired persons, and

WHEREAS, the American Association on Mental Deficiency with headquarters in Washington, D.C. is a recognized national organization concerned with mental retardation and allied fields, and

WHEREAS, the aforementioned A.A.M.D. has recommended a closer working arrangement with C.E.A.S.D. for the purpose of exploring and implementing improved programs for deaf persons who also are mentally deficient,

BE IT THEREFORE RESOLVED, That a joint committee be established between the Conference of Executives of American Schools for the Deaf and the American Association on Mental Deficiency for the purpose of exploring those areas of cooperative effort which could benefit those persons found to have both mental deficiency and severe hearing impairment, and

BE IT FURTHER RESOLVED, That the president of the C.E.A.S.D. appoint a committee of that organization immediately to initiate the establishment of the joint committee at the earliest possible time, and

Resolution No. 6 (contd.)

BE IT FURTHER RESOLVED, That the joint committee be charged with the responsibility to encourage and promote such effective programs as are needed and to represent their respective organizations toward that objective.

W. Lloyd Graunke,

Special Representative of
President Hoffmeyer to A.A.M.D.

RESOLUTION NO. 7

WHEREAS, the programs of the National Technical Institute for the Deaf described at this meeting are in clear agreement with the spirit of Public Law 89-36 as supported by testimony from this and many other organizations associated with the deaf population, and

WHEREAS, this organization is abundantly satisfied with the rapid progress and broad flexibility already demonstrated by these programs for meeting long-time neglected needs of the deaf population for post secondary technical education, and

WHEREAS, this organization believes that these programs of the National Technical Institute for the Deaf deserves the full support for continuation and further growth and refinement,

BE IT RESOLVED, That the Conference of Executives of American Schools for the Deaf give full endorsement to all planning and implementation thus far accomplished for the National Technical Institute for the Deaf, and

BE IT FURTHER RESOLVED, That this Conference make it known to the Secretary of the Department of Health, Education and Welfare and to the Congress that:

(1) This endorsement is well deserved, and
(2) That the FY71 budget request for both operations and construction for National Technical Institute for the Deaf be supported for the full amount in order that the programs which have already amply demonstrated worthy accomplishment for some 264 deaf students may continue to do so for an even larger number.

RESOLUTION NO. 8

WHEREAS, the circumstances and thinking of consumers are essential guideposts for orderly appropriate progress; and

WHEREAS, the effectiveness of education of the deaf is measured by its end product, the adult deaf person,

IT IS, THEREFORE, recommended that the programs of all subsequent annual meetings of the Conference of Executives of American Schools for the Deaf provide for at least one deaf adult speaker.

RESOLUTION NO. 9

WHEREAS, the recent threatened delay of Apollo 13 brings into national prominence the dreaded Maternal Rubella (German Measles) infection which has afflicted thousands of infants with irreversible deafness, and

WHEREAS, there is urgent need that the women and girls of our nation be protected against it by an adequate program of immunization,

BE IT RESOLVED, That this Forty-Second Conference urge by wire to Secretary Robert Finch of the Department of Health, Education and Welfare that a national program of immunization be launched with appropriate haste.

Signed: Conference of Executives of American Schools for Deaf
Convention of American Instructors of the Deaf
Alexander Graham Bell Association
Council of Educators of the Deaf

RESOLUTION NO. 10

WHEREAS, the Conference of Executives of American Schools for the Deaf represents the major educational programs for deaf students in the United States and Canada, and

WHEREAS, the objectives of the Conference of Executives of American Schools for the Deaf is to provide sound educational programs for the deaf in the United States and Canada, and

WHEREAS, educating deaf children properly requires highly technical and specialized skills, and

WHEREAS, a sound educational program should consist of well-graded classes taught by certified teachers, and

WHEREAS, a sound program should consist of a minimum of five well-graded classes under qualified supervisory personnel, and

WHEREAS, numerous states have mandatory and enabling legislation requiring or permitting local school systems to provide educational programs for deaf children at the local level, and

WHEREAS, many areas do not have adequate population or funding to support sound educational programs for the deaf,

BE IT RESOLVED, That the Forty-Second Conference of Executives of American Schools for the Deaf, through its President, communicate with the appropriate office in each State Department of Education to express its concern that qualified personnel, with experience in the education of the deaf, be involved in drafting adequate legislation and subsequent guidelines for such new programs and thus assure sound educational programs consistant with the highest standards possible at every level.

REPORT OF THE CHAIRMAN OF THE VOCATIONAL COMMITTEE

Conference of Executives of American Schools for the Deaf
Wednesday, April 8, 1970
St. Augustine, Florida

The passage of Resolution #1 by the Conference of Executives in Berkeley, California, June 25, 1969, indicated that an effort to secure "quality programs to meet deficiencies in vocational education for the deaf on a State and, or, Regional basis" should be made. As very little had developed after the passage of the Resolution, and regardless of the mandatory clause in the '68 Vocational Act, very little, if any, additional money seemed to be going to the States as indicated by the survey of November 1969, to upgrade existing programs, it was felt that some action should be started. As chairman of the committee on Vocational Education I decided to seek advice as to how to start to solve the problem. I wrote to Dr. James E. Allen, Jr., Assistant Secretary of Health, Education, and Welfare, regarding Resolution #1, and asked for suggestions to the possible solution of the problem. A reply was received from Dr. Allen's office with the suggestion that first we explore existing legislation to determine if construction of regional facilities for the deaf were possible. The answer was not too satisfactory. I wrote to Dr. Allen again on September 16th and asked for a meeting of persons of department head status, and I would be happy to meet at any time and any place.

A meeting was held in Washington to discuss the problem November 12, 1969. The meeting was attended by Dr. Mary Switzer, Administrator, S.R.S., H.E.W.; Dr. Albert L. Alford's office, Assistant Commissioner for Legislation, Health, Education, and Welfare; Mr. Sherrill D. McMillian, Deputy Director of Vocational-Technical Education, U.S. Office of Education; Dr. William Usdane, Social and Rehabilitation Service; Mr. Ed Carnes, Educational Specialist, Media Services and Captioned Films, and myself. A copy of the surveys which had been made previously and a proposed plan for regional facilities were distributed to all of those present and were discussed briefly. Needed information regarding two aspects of the problem had not been obtained at this time; the number of day school pupils leaving school, and the attitude of the superintendents towards possible approach to solving the problem. The attitude of the superintendents was secured December, 1969. No information has been obtained regarding the day school drop-outs, or, graduates, as of this date - April 8, 1970.

After the meeting on November 12th, I visited with Dr. Usdane and Mr. McMillian. Mr. McMillian pointed out that under existing legislation regional facilities could be constructed only as an open facility to all who wished to apply - hearing or deaf - and obvioulsy this was not our desire at this time. Also, that money from the 10% clause in the '68 acts could not be used for construction. This was confirmed by the legal department of the U.S. Office of Education.

November 13, 1969, I received a letter from Dr. Switzer suggesting a meeting to be held by a task force January 13, 14, 15, to discuss meeting the needs of the low achieving deaf. This meeting was held on the above dates. A list of those attending is attached as well as the recommendations.

The problem has not been solved, but progress has been made. The recommendations of the task force have been discussed briefly and I believe more dicussions will be held, and we may expect something of concrete nature to come out of those discussions.

On April 9, 1970 word was received from Dr. Vernon L. Glenn, Director, Arkansas Rehabilitation Research and Training Center, University of Arkansas, that a grant of $20,000 had been made to the Research and Training Center by the Sensory Study Section of S.R.S. for the purpose of developing activities related to the low-achieving Deaf Post-School population. The selection of a Steering Committee to determine needs and recommend activities relating to the low-achieving post-school population was underway and an announcement would be made in the very near future as to the make up of the committee. A meeting of the Steering Committee would be scheduled in the near future.

Respectfully submitted,

Roy G. Parks, Chairman
Social and Vocational Services Committee
Conference of Executives of
American Schools for the Deaf

DIRECTORY OF PARTICIPANTS

Task Force on Low Achieving Deaf Post-School Population

1/ Mrs. Edna Adler
Consultant, Deaf and the Hard of Hearing
Communication Disorders Branch
Division of Disability Services
Rehabilitation Services Administration
Department of Health, Education, and Welfare
Room 3316 - DHEW South Building
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2/ Mr. Edward Carney
Educational Specialist, Adult Education Program
Media Services and Captioned Films
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Washington, D. C. 20202

3/ Dr. James F. Garrett
Assistant Administrator
Office of Research, Demonstrations, and Training
Social and Rehabilitation Service
Department of Health, Education, and Welfare
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Washington, D. C. 20201

4/ Miss Holly Knox
Legislative Assistant
Office of Legislation
U. S. Office of Education
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5/ Dr. Ben Hoffmeyer
President, Conference of Executives of American Schools for the Deaf
North Carolina School for the Deaf
Morganton, North Carolina 28655

6/ Mr. George Klinkhamer
Educational Specialist
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U.S. Office of Education
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7/ Dr. Glenn Lloyd
Department of Special Education and Rehabilitation
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Knoxville, Tennessee 77916

8/ Mr. Craig Mills
Director, Florida Division of Vocational Rehabilitation
254 Charley Johns Building
Tallahassee, Florida 32304

9/ Dr. Edward Newman
Commissioner, Rehabilitation Services Administration
Department of Health, Education, and Welfare
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Washington, D. C. 20201

10/ Mr. Roy Parks
Superintendent, Arkansas School for the Deaf
Little Rock, Arkansas 72205

11/ Mr. Albert Pimentel
Director, Registry of Interpreters for the Deaf
905 Bonifant Street
Silver Spring, Maryland 20910

12/ Rev. Daniel H. Pokorny
Lutheran Pastor
Lutheran Churches of the Deaf
Gallaudet College
7th and Florida Avenue, N. E.
Washington, D. C. 20002

13/ Dr. Le Dano Reed
Executive Secretary
Sensory Study Section
Social and Rehabilitation Service
Department of Health, Education, and Welfare
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Washington, D. C. 20201

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Task Force on Low Achieving Deaf Post-School Population

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16/ Dr. Ross Stuckless
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17/ Miss Mary E. Switzer
Administrator
Social and Rehabilitation Service
Department of Health, Education,
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Room 5004 - DHEW South Building
Washington, D. C. 20201

18/ Dr. McCay Vernon
Editor, American Annals of the Deaf
Western Maryland College
Westminister, Maryland 21157

19/ Mr. James Whitworth
Director, Georgia Rehabilitation
Center for the Deaf
Cave Spring, Georgia 30124

20/ Dr. Boyce R. Williams
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COUNCIL ON EDUCATION OF THE DEAF

What: Minutes of the Executive Board Meeting held January 30, 31, 1970, at the Lexington School for the Deaf, Jackson Heights, New York

To: Members of CED Executive Board and to Committee Members

From: Stanley D. Roth, Secretary

The meeting was called to order by President George T. Pratt at 10:30 a.m. Friday morning, January 30, in the Conference Room of the Lexington School for the Deaf.

A quorum was announced, and visitors were introduced. The following persons were present:

OFFICERS

George T. Pratt, President
Stanley D. Roth, Secretary
Jack M. Brady, Treasurer

EXECUTIVE BOARD

Bell Association: June Miller
George T. Pratt
Leo E. Connor

Conference: Ben E. Hoffmeyer
Roy M. Stelle
Jack W. Brady

Convention: Howard M. Quigley (representing Ken Mangan)
Stanley D. Roth
Robert W. Tegeder

COMMITTEE MEMBERS

Committee on Professional Preparation and Certification

Ralph L. Hoag, Chairman
Richard G. Brill
William E. Castle
Mildred L. Dovey
M. Josephine Carr
Bill G. Blevins
Lucy M. Moore
Hollis W. Wyks
Gary A. Curtis

Committee on International Activities

Richard G. Brill, Chairman
George W. Fellendorf   Joseph G. Demeza

The agenda as prepared by President Pratt, was presented for discussion and, there being no objection, it was decided to follow this as prepared.

Dr. Ralph L. Hoag, Chairman of the Committee on Professional Preparation, asked Dr. William E. Castle to report for the Ad Hoc Committee selected to plan a program of Teacher Preparation and Certification for those other than academic teachers, which could include not only vocational teachers, but teachers of Art, Physical Education, Librarians, etc.

Dr. Castle gave a very fine report (copies of the report were given to all members present), and after much discussion, it was felt that the report should be worked over, so that it would dovetail better with the revised report of the Teacher Preparation Committee (Connor-Stelle Report).

It was further felt that it should not be up to the Executive Board to make the final decision relative to the acceptance of the committee reports at this time, but educators throughout the country should have an opportunity to discuss the report, which is so vitally involved with teacher preparation centers, and so important to schools for the deaf.

It was agreed that Dr. Hoag and Dr. Castle will work together to mesh the two reports, so that they will be ready for presentation at regional meetings. It was felt that a series of three meetings should be held in various regions throughout the United States so that all aspects of the committee reports could be fully discussed by all who are interested.

Dr. Ben E. Hoffmeyer suggested that an afternoon of the program planned for the Conference of Executives Meeting in St. Augustine be given over to this program. It was felt that Thursday afternoon, April 9, could be set aside for the superintendents and those connected with teacher preparation programs to have an opportunity to learn about the suggested programs.

Wednesday morning, June 24, at the Alexander Graham Bell Association Meeting in Philadelphia will be devoted to the discussion of the reports.

The third meeting was tentatively scheduled at the California School for the Deaf, Berkeley, for some time in the fall of 1970.

It was felt that through these three meetings, the reports would receive sufficient discussion to lay the groundwork for implementation of revised standards during the next two or three years.

It was felt that Dr. Ralph L. Hoag, as Chairman of the Committee on Teacher Preparation and Certification, should preside at all of the regional meetings.

Dr. Edward C. Merrill, Jr., President of Gallaudet College, presented the tentative report -- A NEW ERA FOR GALLAUDET COLLEGE -- and asked for comments and discussion. There appeared to be no serious disagreement with the suggestions made in the report and it was felt that Gallaudet should proceed along the paths outlined by the report. It was agreed that, rather than a single CED Executive Board response to the presentation, individuals should send their comments to Dr. Merrill directly.

Dr. Howard M. Quigley, Executive Officer of the Conference and Convention, presented the Articles of Incorporation for CED. These were approved by CED and signed by the officers. However, Dr. Quigley was instructed not to file the papers for incorporation until the Legal Counsel of the Alexander Graham Bell Association had an opportunity to study them. This is the only organization of the three making up CED that has a legal counsel, and it is the policy of the organization to have all such matters reviewed by the legal counsel. When approval is given, the articles are to be filed in the District of Columbia.

Dr. Richard G. Brill, Chairman of the Committee on International Activities outlined in summary the first meeting held in New York in 1967 of persons interested in international meetings. This was an informal meeting held in conjunction with the International Conference on Oral Education of the Deaf. Dr. Brill pointed out that in countries other than the United States and Canada there is nothing like CED, and the group asked that CED undertake the responsibility for canvassing individuals, schools, and organizations internationally to obtain opinions.

Dr. Brill, then President of CED, sent out letters to 63 schools and organizations in 14 countries during the summer of 1968, and received replies from 23 institutions in 10 countries.

Some of the questions asked in this survey were:

Who could speak for the deaf in each country.
Name of the persons or organizations to be contacted.
Should international conventions be held every five years.
Suggestions for time intervals.
Suggestions for meeting places.

On November 12, 1969, Dr. Brill canvassed members of his committee relative to their opinions as to where the next international congress should be held, and the following suggestions were received:

Argentina
Ireland
Japan

The matter of interpreting at the 1970 International Congress was discussed. It was felt that if any deaf teachers attended, they would be from the United States and Canada as there are few deaf teachers in other countries. However, it was felt that interpreters were necessary. As most of the membership of deaf members involves teachers, it was suggested that perhaps the Convention should be the group to provide interpreters. It was felt that two interpreters would be sufficient, and that their expenses should be borne by the sponsoring institution. Mr. George W. Fellendorf felt that the Alexander Graham Bell Association could take care of the oral interpreters.

The matter of group travel was brought up, but it was felt that CED should not become involved in the matter of arranging tours, as there were a number of tour groups already organized.

Foreign visitors coming to America could contact the Volta and the Annals and the Conference and Convention offices for help in planning tours in the United States.

Mr. Fellendorf suggested that, if at all possible, two or three representatives from each country having a representation at the Congress in Stockholm try to get together to discuss future international meetings. Dr. Brill suggested that the chairman of this meeting held in Stockholm be Mrs. Rut Madebrink, Secretary General for the International Congress in Stockholm. Dr. Pratt appointed Dr. Brill, Dr. Demeza and Mr. Fellendorf to represent CED at the meeting.

Dr. Pratt announced that as yet nothing has been done to develop a brochure for CED, but he felt that this should be done, and perhaps the next administration could concentrate on this plan.

On a motion by Dr. June Miller, seconded by Dr. Stelle, the report of the Treasurer, Mr. Brady, was accepted. A copy of the treasurer's report is attached.

Dr. Hoag brought up the question of site visits to teacher training institutions. It was felt that the policy allowed in the past by the Conference Committee is a satisfactory one, with the chairman of the committee empowered to appoint members of the various site visitation committees. It is not necessary to use ONLY the members of the Committee on Professional Preparation and Certification, but other members of CED could be involved. The expenses of the site visits are paid by the institution requesting the visit. The report of the committee should be made to CED at its regular meeting, and also announcements made in the Volta and the Annals.

On a motion by Dr. Miller, seconded by Dr. Stelle, the Executive Board of CED approved the policy of having all official announcements of CED published in the VOLTA and the ANNALS. These two professional magazines will be the official publication organs of CED. The minutes of CED Executive Board Meetings will be sent to the Editors of the VOLTA and the ANNALS.

Dr. Pratt announced that the next official meeting of the CED Executive Board will be held at 9:30 a.m. June 24, 1970, at the general meeting of the Alexander Graham Bell Association, in the Benjamin Franklin Hotel, Philadelphia, at which new officers for the 1970-72 term will be elected. The Secretary was instructed to send to the VOLTA and the ANNALS announcement of this official meeting.

Dr. Pratt closed the meeting by expressing appreciation to Dr. Connor for his hospitality in opening the Lexington School for the meeting; to the various committee chairmen; to Dr. Quigley and to Mr. Fellendorf for working on the incorporation papers.

The meeting was adjourned at 11:57 a.m., January 31, 1970.

Respectfully submitted,

/s/ Stanley D Roth

Stanley D. Roth,
Secretary

EDUCATIONAL MEDIA COMMITTEE

The Committee wishes to report that there have been no items brought to it since our last meeting and, therefore, we have not taken any action.

However, we do want to point out the expanded opportunity for the use of various media in the education of the deaf. The work of the four regional media centers for the deaf, along with the increased services of Captioned Films, has made a tremendous contribution in our field.

We feel that these programs and innovations that have developed over the past several years represent a genuine step forward. All personnel involved in these programs are to be commended.

Respectfully submitted,

Thomas R. Behrens
Peter M. Blackwell
David M. Denton
Joe Shinpaugh
Eldon E. Shipman, Chairman

REPORT OF THE PARENT EDUCATION COMMITTEE

We are pleased to report that we have completed our work in publishing a Parent Education brochure. Approximately ten thousand copies were printed, and they are in the hands of our Executive Secretary, Dr. Howard M. Quigley. They may be purchased through Dr. Quigley for fifty cents each.

Walter Bellhorn
Melvin H. Brasel
Alfred Lamb
George H. Thompson
Kenneth F. Huff, Chairman

APPENDIX

CONSTITUTION

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

ARTICLE I. NAME

This organization shall be known as the Conference of Executives of American Schools for the Deaf, Incorporated, hereafter referred to in this Constitution as the Conference.

ARTICLE II. OBJECT

The object of this organization shall be to promote the management and operation of schools for the deaf along the broadest and most efficient lines and to further and promote the general welfare of the deaf.

ARTICLE III. MEMBERS

Section I. Regular membership in this organization shall be limited to the executive heads of schools for the deaf.

Section II. Associate membership may be granted according to such provision as may be specified in the by-laws.

Section III. An Associate member may participate in the deliberations of the meetings of the Conference and may serve on committees other than the Executive Committee. An associate member may not hold office. An associate member may not vote, except when designated, in writing, as a proxy for a limited time, by the executive head of a member school.

Section IV. Honorary membership may be conferred at any meeting of the organization by a majority vote of the active members present, such membership to continue until terminated by withdrawal or vote of active members. Honorary members will not be required to pay dues, and shall not have the right to vote.

Section V. Regular member schools shall pay dues as prescribed by the by-laws. Only executive heads of member schools whose dues are paid, or their proxies, shall have the right to vote.

ARTICLE IV. OFFICERS

Section I. The officers of the Conference shall be a president, a president-elect, a secretary, and a treasurer. The officers together with six elected regular members and the immediate past president, shall consitute the Executive Committee.

Section II. Upon revision of the constitution at the Centennial Meeting of the Conference to be held at Gallaudet College, Washington, D.C., April 28 to May 3, 1968, the terms of office of the president, vice-president, secretary and treasurer, elected at the 38th Regular Meeting, held at Hot Springs, Arkansas, April 24–29, 1966, for a term of three years beginning July 1, 1966, shall be shortened to a term of two years ending midnight June 30, 1968. At the Centennial Meeting, April 28 to May 3, 1968, an election shall be held for the offices of president, president-elect, secretary and treasurer, to take office July 1, 1968, for a term of two years. The terms of these offices shall be two years thereafter, the election to be at the regular meeting of the membership preceding July 1 of the even numbered year. The president-elect shall be the nominee for president.

Section III. The immediate past president shall become a member of the Executive Committee for a term of two years. The six elected members of the Executive Committee shall continue to serve for terms of three years, two being elected each year at the regular meeting of the membership and taking office on July 1, following.

Section IV. The president shall be the chairman of the Executive Committee.

Section V. Officers may not succeed themselves but may be elected to other offices, or to the same office after a lapse of two years. In the case of a vacated office, the Executive Committee shall elect a new officer for the unexpired term.

ARTICLE V. DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

Section I. President: The president shall preside at the meetings of the Conference and of the Executive Committee and shall have general care and oversight of the affairs of the Conference subject to the approval of the Executive Committee.

Section II. President-Elect: In the absence or disability of the president shall discharge the duties of the president-elect and in the absence or disability of both the Executive Committee may choose a member to serve as presiding officer.

Section III. Secretary: The secretary shall keep the records of the meetings of the Conference and of the Executive Committee and shall be custodian of the records and perform such other secretarial duties as may be required by the affairs of the Conference.

Section IV. Treasurer: The treasurer shall collect all dues and assessments and shall have custody of the funds and securities of the Conference under control of the Executive Committee. He shall keep proper books and accounts of the receipts and disbursements of the moneys of the Conference and the funds and securities of the Conference and shall report as to the financial condition of the Conference at each annual meeting or as often as requested by the Executive Committee.

The treasurer shall pay out of the money of the Conference only in accordance with the regulations or instructions of the Executive Committee and invest surplus funds subject to the approval of the Executive Committee.

Except that, while the Executive Committee operates a national office headed by an appointed executive officer, the functions and controls formerly assigned to the treasurer are transferred to the executive officer of the national office. In this situation the treasurer shall retain membership on the Executive Committee, and serve as chairman of an auditing committee.

Section V. The Executive Committee shall have charge of the affairs of the Conference between meetings.

The Executive Committee shall be governed by such by-laws as are adapted by the Conference and shall submit a report of its activities at each annual meeting of the Conference.

Section VI. The Executive Committee shall be charged with the management and fiscal control of the official organ of the Conference known as the *American Annals of the Deaf* and shall elect its editor, who shall perform such duties as may be prescribed in the by-laws and designated by the Executive Committee. The editor shall serve for a term to be determined by the Executive Committee.

Section VII. Meetings of the Executive Committee may be called by the president or upon the request of four members of the committee. Written notice of such meetings shall be given thirty days in advance. Where a quorum of the Committee cannot be obtained, a written poll of the members may be substituted.

Section VIII. A quorum of the Executive Committee shall consist of six members of the Committee.

Section IX. All officers and members of the Executive Committee must be regular members of the Conference.

ARTICLE VI. MEETINGS

Section I. Regular meetings of the Conference shall be held annally at a time and place designated by the Conference in session or by the Executive Committee. Notice of all meetings must appear in the *American Annals of the Deaf* at least sixty days in advance of the meetings or sent in writing to each member sixty days in advance of the meeting.

Section II. The program of each meeting shall be prepared by a Program Committee designated by the President and approved by the Executive Committee.

Section III. A quorum shall consist of thirty regular members.

ARTICLE VII. AMENDMENTS

This constitution may be amended by the affirmative vote of at least three-fourths of the regular members present at any regularly called meeting, at which at least fifty regular members are present, provided thirty days notice of the meeting with publication of the proposed amendment shall appear in the official organ of the Conference.

ARTICLE VIII. BEQUESTS

The Executive Committee is authorized to accept at its discretion gifts and bequests in behalf of the Conference of Executives of American Schools for the Deaf.

BY-LAWS

I. MEMBERSHIP

A. Membership in the Conference of Executives of American Schools for the Deaf, Incorporated, shall be considered that of the school rather than the individual. A school shall be eligible to representation during the period for which dues have been paid.

An executive relinquishes his Conference membership as a representative for a school upon termination of his official duties.

B. At each regular meeting the secretary shall cause to be posted in a conspicuous place, or circulated to all members attending, a list of the names of all executives qualified as regular members and another list of all qualified associate members.

C. To qualify for membership a school (or a program) must have five or more well graded classes of deaf children under one supervisor or executive and be recommended to the Conference by the Executive Committee and approved by the Conference in regular meeting.

D. Associate membership in the Conference may be granted to administrative personnel in member schools upon nomination by the executive head, recommendation of the Executive Committee, approval by the Conference in regular meeting, and payment of such annual dues as may be prescribed.

Associate membership may be granted to administrative personnel of special services and agencies dealing with the deaf, upon nomination by a regular member from the same State, Province, or the District of Columbia, in which the agency is headquartered, recommendation of the Executive Committee, approval of the Conference in regular meeting and payment of such annual dues as may be prescribed.

E. Annual dues for active and associate members respectively shall be in such amounts as are recommended by the Executive Committee and approved by the Conference.

II. OFFICERS AND COMMITTEES

A. Only regular members in good standing shall be eligible for election to hold office or membership on the Executive Committee. Vacancies shall be declared in the event that an irregularity in this respect shall be noted. Regular and associate members may be appointed to committees other than the Executive Committee.

B. Nominations for the various offices shall be made from the floor at the designated period set for the election of officers. In the event of there being more than one nominee, written ballots shall be cast and the number receiving a majority of the votes shall be declared elected. In case no majority is recorded on the first ballot, a second ballot shall be provided on which only names of the two having the largest number of votes shall appear. In case of a tie vote for the first or second place on the ballot, the names of all candidates involved in such a tie shall be included. Subsequent ballots are to be governed by similar regulation if necessary.

C. The power of general management of the Conference between meetings, granted to the Executive Committee in the constitution, shall include the initiation of research and other professional activities in which the welfare of the deaf is involved.

D. Committees: There shall be the following standing committees:

1. Accreditation of Schools.
2. Deaf-Blind (added).
3. Dormitory Counselors, Training and Certification.
4. Educational Media (new name).
5. Educational Research.
6. Higher Education.
7. Interagency (added).
8. Legislation.
9. Multiple Handicapped (added).
10. Parent Education.
11. Program.
12. Public Relations.
13. Resolutions.
14. Statistics.
15. Vocational Education (added).

The standing committees identified above may consist of varying numbers of not less than 3 or more than 12. They shall be appointed by the president for the term of his office with the approval of the Executive Committee.

There shall be participation by the Conference in 2 joint committees as follows:

16. Joint Advisory Committee, American Annals of the Deaf.
17. Joint Committee, Teacher Training and Certification.

The Joint Advisory Committee, American Annals of the Deaf, shall consist of 3 members representing the Conference of Executives of American Schools for the Deaf, appointed by the president; 3 members representing the Convention of American Instructors of the Deaf appointed by the president of that organization, and the 2 presidents. The president of the Conference shall name the chairman of the Committee. All official deliberations of this advisory committee shall be forwarded to the Executive Committee of the Conference for review and such official action as may be appropriate.

The Joint Committee on Teacher Training and Certification shall consist of 4 members representing the Conference of Executives of American Schools for the Deaf, appointed by the president; 4 members representing the Convention of American Instructors of the Deaf and appointed by the president of that organization; and 4 members of the Alexander Graham Bell Association for the Deaf, appointed by the president of that organization. The chairman and the secretary shall be appointed by the president of the Conference and serve for indefinite terms at the pleasure of the president. The remaining members shall serve for such term as is indicated by the president appointing them, such term to terminate on June 30 of the year indicated. All official business of that committee shall be conducted under the direction of the Executive Committee of the Conference of Executives of American Schools for the Deaf.

The president may appoint such special committees as may be indicated with the approval of the Executive Committee.

MEETINGS OF THE CONFERENCE OF EXECUTIVES
OF AMERICAN SCHOOLS FOR THE DEAF

1868	1st:	Gallaudet College, Washington, D. C.
1872	2nd:	Michigan School for the Deaf, Flint, Michigan
1876	3rd:	Mount Airy School for the Deaf, Philadelphia, Pa.
1880	4th:	The Clarke School for the Deaf, Northampton, Mass.
1884	5th:	Minnesota School for the Deaf, Faribault, Minn.
1888	6th:	Mississippi School for the Deaf, Jackson, Miss.
1892	7th:	Colorado School for the Deaf and the Blind, Colorado Springs, Colorado
1900	8th:	Alabama School for the Deaf, Talladega, Ala.
1904	9th:	Department of International Congresses of the Universal Exposition, Halls of Congresses on the Exposition Grounds, St. Louis, Mo.
1913	10th:	Indiana School for the Deaf, Indianapolis, Ind.
1919	11th:	Ohio School for the Deaf, Columbus, Ohio
1924	12th:	Florida School for the Deaf and the Blind, St. Augustine, Fla.
1926	13th:	Maryland School for the Deaf, Frederick, Md.
1928	14th:	Tennessee School for the Deaf, Knoxville, Tenn.
1930	15th:	Colorado School for the Deaf, Colorado Springs, Colo.
1933	16th:	New Jersey School for the Deaf, West Trenton, N. J. International Congress on the Education of the Deaf.
1936	17th:	Western Pennsylvania School for the Deaf, Edgewood Pittsburgh, Pa.
1939	18th:	Gallaudet College, Washington, D. C.
1944	19th:	Western Pennsylvania School for the Deaf, Edgewood Pittsburgh, Pa.
1948	20th:	Minnesota School for the Deaf, Faribault, Minn.
1949	21st:	Illinois School for the Deaf, Jacksonville, Ill.
1950	22nd:	Colorado School for the Deaf, Colorado Springs, Colo.
1951	23rd:	Missouri School for the Deaf, Fulton, Mo.
1952	24th:	Arkansas School for the Deaf, Little Rock, Ark.
1953	25th:	Washington School for the Deaf, Vancouver, Wash.
1954	26th:	New Mexico School for the Deaf, Santa Fe, N. Mex.
1955	27th:	American School for the Deaf, West Hartford, Conn.
1956	28th:	Mississippi School for the Deaf, Jackson, Mississippi
1957	29th:	Tennessee School for the Deaf, Knoxville, Tennessee
1958	30th:	Clarke School for the Deaf, Northampton, Massachusetts
1959	31st:	Colorado School for the Deaf, Colorado Springs, Colorado
1960	32nd:	Northwestern University, Evanston, Illinois
1961	33rd:	Oregon School for the Deaf, Salem, Oregon
1962	34th:	Texas School for the Deaf, Austin, Texas
1963	35th:	Manger Hamilton Hotel, Washington, D. C.
1964	36th:	California School for the Deaf, Riverside, California
1965	37th:	Pick-Durant Hotel, Flint, Michigan
1966	38th:	Velda Rose Towers, Hot Springs, Arkansas
1967	39th:	American School for the Deaf, West Hartford, Conn.
1968	40th:	Gallaudet College, Washington, D. C.
1969	41st:	California School for the Deaf, Berkeley, California
1970	42nd:	Ponce de Leon Lodge, St. Augustine, Florida

PUBLISHED PROCEEDINGS OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

1868 - 1968

1868	Volume I: 1st meeting, 11th Annual Report of the Columbia Institution for the Deaf and Dumb (Gallaudet College), Washington, D. C.
1872	Volume II: 2nd meeting, 10th Biennial Report of the Board of Trustees of the Michigan Institution for the Education of the Deaf, Dumb, and Blind, Flint, Mich.
1876	Volume III: 3rd meeting, American Annals of the Deaf, No. 4, Mount Airy School for the Deaf, Philadelphia, Pa.
1880	Volume IV: 4th meeting, Stream Press of Gazette Printing Co., Northampton, Mass., Clarke School for the Deaf, Northampton, Mass.
1884	Volume V: 5th meeting, Biennial Report of the Minnesota School for the Deaf, Pioneer Press Co., St. Paul, Minn.
1888	Volume VI: 6th meeting, Clarion-Ledger Printing Establishment, Jackson, Miss., Mississippi School for the Deaf.
1892	Volume VII: 7th meeting, Colorado School Printing Office, Colorado Springs, Colo. Proceedings published in 1893.
1900	Volume VIII: 8th meeting, Alabama Institute for the Deaf Printing Office, Talladega, Ala.
1904-50	Volume IX-XXII: 9th to and including the 22nd Proceedings were published in the American Annals of the Deaf.
1951	Volume XXIII: 23rd meeting, Missouri School for the Deaf. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.
1952	Volume XXIV: 25th meeting, Washington School for the Deaf, Vancouver, Wash. Minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.
1954	Volume XXVI: 26th meeting, New Mexico School for the Deaf, Santa Fe, N. Mex. Minutes were mimeographed.
1955	Volume XXVII: 27th meeting, American School for the Deaf, West Hartford, Conn. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.
1956	Volume XXVIII: 28th meeting, Mississippi School for the Deaf, Jackson, Miss. Minutes were mimeographed.
1957	Volume XXIX: 29th meeting, Tennessee School for the Deaf, Knoxville, Tenn. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.
1958	Volume XXX: 30th meeting, the Clarke School for the Deaf, Northampton, Mass. Minutes were mimeographed.
1959	Volume XXXI: 31st meeting, Colorado School for the Deaf, Colorado Springs, Colo. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.
1960	Volume XXXII: 32nd meeting, Northwestern University, Evanston, Ill. Minutes were mimeographed.
1961	Volume XXXIII: 33rd meeting, Oregon School for the Deaf, Salem, Oregon. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.

1962	Volume XXXIV: 34th meeting, Texas School for the Deaf, Austin, Texas. Minutes were lithographed.
1963	Volume XXXV: 35th meeting, Manger Hamilton Hotel, Washington, D. C. This meeting was held in conjunction with the International Congress on the Education of the Deaf and the minutes are to be published in the Proceedings of the International Congress on the Education of the Deaf.
1964	Volume XXXVI: 36th meeting, California School for the Deaf, Riverside, California. Minutes were lithographed.
1965	Volume XXXVII: 37th meeting, Pick-Durant Hotel, Flint, Michigan. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.
1966	Volume XXXVIII: 38th meeting, Velda Rose Towers, Hot Springs, Arkansas. Minutes were lithographed.
1967	Volume XXXIX: 39th meeting, American School for the Deaf, West Hartford, Conn. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.
1968	Volume XL: 40th meeting, Gallaudet College, Washington, D. C. Minutes were lithographed.
1969	Volume XLI: 41st meeting, California School for the Deaf, Berkeley. Minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.
1970	Volume XLII: 42nd meeting, Ponce de Leon Lodge, St. Augustine, Florida. Minutes were lithographed.

HONORARY MEMBERS

The Conference of Executives of American Schools for the Deaf

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